Doctoral Internship in Clinical & Community Psychology
Core Seminar Syllabus
July 1, 2015 – June 30, 2016

300 George St., 9th Floor, Large Conference Room
(unless otherwise noted)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session</th>
<th>Instructor(s)</th>
<th>Session description</th>
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<tr>
<td>7/1/15</td>
<td>8:45am – 10:15 am</td>
<td>Getting Acquainted</td>
<td>Michael Hoge, PhD &amp; Faculty (Orientation #1)</td>
<td>The Getting Acquainted session is designed to help fellows learn about each other, with emphasis on the personal self rather than the professional self.</td>
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<td>Session description:</td>
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<td>At the conclusion of this session, fellows will:</td>
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<td>1) Have greater knowledge about their peers in the internship program.</td>
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<td>2) Be able to interact with other fellows with a greater level of ease and comfort.</td>
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<tr>
<td>7/1/15</td>
<td>10:30am – 12:00 noon</td>
<td>Internship Orientation - Part #1</td>
<td>Michael Hoge, PhD &amp; Faculty (Orientation #2)</td>
<td>This is the first of three sessions designed to orient fellows to the internship program. It includes a review of the many topics covered in the Internship Handbook, including but not limited to: an overview of the internship program; philosophy and goals, core competencies; internship hours; core curriculum; access to the online portal; leave policy; mandatory Yale training; supervision; recording and observation; scholarly projects; evaluation; grievance policy; safety practices; and other administrative issues. The Fellow Advisory Committee will be described and an invitation will be extended for individuals to apply to serve on this Committee.</td>
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<td></td>
<td>1) Be able to describe the philosophy, goals, and objectives of the program.</td>
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<td>2) Be able to access online resources for the curriculum.</td>
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<td>3) Be familiar with the Handbook and the various policies and procedures that it contains.</td>
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**Internship Orientation – Part #2**
Michelle Silva, PsyD & Christy Olezeski, PhD

Session description:
This is the second of three orientation sessions. The session description and learning objectives are the same as for the first session.

**The Yale Internship in the Context of the Community**
Jack Tebes, PhD
(Individual and Cultural Diversity #1)

Session description:
This session serves as an introduction to the cultural diversity inherent to greater New Haven. Historical data and current affairs will be used to contextualize the role of both the Yale internship, and the fellows, within the local community. Trainee first impressions will be discussed, and the impact of New Haven’s rich socio-cultural influences among client populations identified.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Share their observations and experiences of moving to and living in the greater New Haven community.
2) Provide background about Connecticut and New Haven history, population characteristics, and sociopolitical structures.
3) Summarize and discuss key issues of culture and diversity – religion, social class, race/ethnicity, and town-gown relations – as they pertain to the Yale internship.

Recommended readings:

**Embracing Your “Inner Bulldog”**
Walking Tour – Meet at Phelps Gate

Session description:
Fellows will participate in a guided tour the main campus of Yale University. The tour begins at Phelps Gate on College Street. (Wear comfortable shoes!)

Session/learning objectives:
At the conclusion of this session, fellows will:
1) Have a greater familiarity with the central campus and the resources that it offers.
2) Have a greater level of comfort in accessing the central campus resources.
7/7/15 – 1:30pm – 2:15pm
Personal Safety
Yale Police & Yale Security
(Orientation #3)

Session description:
Representatives from Yale University Police and Security will join us to discuss personal safety at Yale and in the larger community.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Identify strategies for maintaining personal safety.
2) Identify safety resources available through the University.

7/7/15 – 2:30 – 3:45 pm
Internship Orientation- Part #3
Michael Hoge, PhD & Faculty

Session description:
This is the third of three orientation sessions. The session description and learning objectives are the same as for the first session.

7/7/15 – 4:00 – 5:30 pm
Best Practices in Supervision
Michael Hoge, PhD
(Supervision #1)

Session description:
Supervision is a cornerstone of the internship program. All fellows receive individual supervision and participate in peer supervision. Some fellows have the opportunity to provide supervision to less advanced students. This session focuses on individual supervision. It will begin with an exploration of fellows’ previous experiences with “good” and “bad” supervision, a discussion of their hopes regarding supervision during internship, and encouragement to explore these experiences and hopes with their primary advisors. The empirical evidence on the effectiveness of supervision will be briefly considered. Expectations regarding the amount of supervision to be received during internship will be reviewed, as will the process for documenting supervision monthly. Strategies for dealing with problems in supervisory relationships will be discussed.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Briefly describe the evidence base for the effectiveness of supervision.
2) Describe the standards for the amount of supervision to be received during internship.
3) Document the supervision they receive.

Recommended readings:
7/14/15 – 2:45 – 4:00 pm
Introduction to Voluntary Faculty Resource Members
David Tate, PhD & Debra Boltas, PhD
(Communication & Interpersonal Skills #1)

Session description:
Voluntary Faculty Resource Members are available to fellows to discuss sensitive matters that they may be uncomfortable raising directly with their advisors and supervisors. In this session the Voluntary Faculty Resource Members will discuss their role and provide some information about themselves to the fellows. They will then moderate the first Open Discussion, which is a forum, without members of the full-time faculty present, in which fellows can talk about topics or issues of their choosing. The discussion is designed to promote and provide opportunities for Reflective Practice.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Identify the program’s Voluntary Faculty Resource Members.
2) Describe the role of Voluntary Faculty Resource Members.
3) Identify the limitations to the Voluntary Faculty Resource Member role.

Recommended reading:
• Voluntary Faculty Resource Member Policy (in Program Handbook)

7/14/15 – 4:15 – 5:30 pm
Mandated Reporting of Child Abuse & Neglect
Thomas McMahon, PhD
(Ethical and Legal Standards #1)

Session description:
Professional psychologists working in both clinical and research settings have a legal and ethical mandate to report suspected child abuse and neglect. Decisions about when and how to report suspected child abuse and neglect can be difficult to negotiate. This session will introduce the predoctoral psychology fellows to the legal, ethical, administrative, and clinical aspects of mandated reporting. A conceptual framework of mandated reporting, Connecticut statutes, ethical guidelines, and a series of case vignettes drawn from the local system of care will be used to illustrate critical considerations in the process of making decisions about whether a situation warrants a mandated report.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Conceptualize mandated reporting of suspected child abuse and neglect as a decision-making process informed by state statute, ethical guidelines, and clinical information;
2) Better decide when a mandated report of suspected child abuse or neglect is and is not indicated;
3) Better manage a mandated report of child abuse or neglect in a clinical or research setting when one is indicated.

Recommended readings:

7/21/15 – 2:45 – 4:00 pm
Culture & Diversity Fundamentals for Professional Development
Jack Tebes, PhD & Cindy Crusto, PhD
(Individual and Cultural Diversity #2)

Session description:
This session provides an overview of culture and diversity issues as these pertain to professional development, including clinical practice, consultation, research, and supervision. Included are presentations and group discussions of such topics as intersectionality, microaggression, oppression, and privilege through case examples and vignettes. This session is intended to complement previous experiences and course work on culture and diversity by participants while also providing a common language for the group to consider these issues.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Identify and share how their own experiences of how culture and diversity influenced their professional development.
2) Understand the principle of intersectionality and its relationship to culture and diversity.
3) Analyze critically experiences of microaggression, oppression, and privilege as these relate to various social identity groups, and to understand their implications for various types of professional practice.

Recommended readings:

7/21/15 – 4:15 – 5:30 pm
Incorporating Culture & Diversity Early into the Engagement Process
Jack Tebes, PhD
(Individual and Cultural Diversity #3)

Session description:
This session provides an overview of culture and diversity issues as these pertain to professional development, including clinical practice, consultation, research, and supervision. Included are
presentations and group discussions of such topics as intersectionality, microaggression, oppression, and privilege through case examples and vignettes. This session is intended to complement previous experiences and course work on culture and diversity by participants while also providing a common language for the group to consider these issues.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Identify and share how their own experiences of how culture and diversity influenced their professional development.
2) Understand the principle of intersectionality and its relationship to culture and diversity.
3) Analyze critically experiences of microaggression, oppression, and privilege as these relate to various social identity groups, and to understand their implications for various types of professional practice.

Recommended readings:

7/28/15 – 2:45 – 3:45 pm
Yale Medical School Library Orientation – 333 Cedar Street, Medical Library
Janis Glover
(Research #1)

Session description:
Fellows will learn to conduct comprehensive literature searches utilizing the Yale Med School library resources. Using examples, we’ll move through the process of asking the right questions, identifying and prioritizing key concepts, selecting appropriate databases, and the fundamental techniques of searching the major databases.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Identify appropriate resources to search.
2) Conduct a search in a core database; narrow, expand or modify search to improve results.
3) Save search strategies; describe applications for pdf and citation management.

7/28/15 – 4:15 – 5:30 pm
Introduction to Career Development – 333 Cedar St. SHM C103
Brian Kiluk, PhD & Michelle Silva, PsyD
(Psychology #1)

Session description:
Internship year is a critical time for making decisions about one’s career trajectory and taking steps to prepare for the future. This session will start a year-long series of discussions about career development
and relevant considerations for early career psychologists. We will focus on defining professional goals, exploring the range of options available after internship, and accessing resources to help you succeed.

**Session/learning objectives:**
At the conclusion of this session, fellows will be able to:
1) Outline emerging professional goals.
2) Complete a career development self-assessment.
3) Identify resources to assist with the postdoctoral search.

**Recommended readings:**

**8/4/15 – 1:45 – 2:40pm**
**Dissertation Support Group**
**300 George St. 9th floor, Large conference room**

**8/4/15 – 2:45 – 4:00 pm**
**Important Elements of the Application Process**
**Brian Kiluk, PhD & Christy Olezeski, PhD**
(Professionalism #2)

**Session description:**
Although the predoctoral fellowship year is just beginning, this is an important time to start exploring options for positions upon completion of your doctorate (e.g., postdoctoral fellowships). This session will focus on the types of postdoctoral positions one might consider based on their career goals, how to identify these positions, and the important elements of the application process for securing these positions.

**Session/learning objectives:**
At the conclusion of this session, fellows will be able to:
1) Identify the various resources to assist with the postdoctoral search.
2) Describe the options available for funding your own postdoctoral training.
3) Identify the components of a typical postdoctoral application package.

**Recommended readings:**
8/4/15 – 4:15 – 5:30 pm
Living with Serious Mental Illness
Larry Davidson, PhD & Amy Johnson
(Evidence Based Intervention #1)

Session description:
This session will explore with fellows the idea that someone can be “in recovery” while living with a serious mental illness, provide examples of the challenges such people face, and offer interns the opportunity ask questions of and discuss their concerns with someone who is currently in this form of recovery.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Understand the difference between recovering from a mental illness and being in recovery with a mental illness.
2) Appreciate the courage and resilience required by having to live with a mental illness.
3) Be able to identify aspects of current mental health practices that are helpful, and those that are damaging, to persons living with mental illnesses.

Recommended readings:

8/11/15 – 2:45 – 4:00 pm
Strategies for Giving and Receiving Feedback
David Tate, PhD
(Communication & Interpersonal Skills #2)

Session description:
Giving and receiving feedback is an important aspect of human interactions in life, and relevant to clinical psychologists in many different professional settings (e.g., as supervisors, teachers, and administrators). This session will allow participants to consider why giving and receiving feedback can be so challenging, and also will allow them to learn and practice a method for giving and receiving feedback. We will discuss in small and large group formats people’s experiences with feedback and how they can apply what they learn to their work this year and going forward.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Articulate 3 different ways people are triggered by feedback.
2) Use a 7 step process for receiving feedback from others.
3) Use a 7 step process for delivering feedback to others.

Recommended readings:
• Porter L. (1982). Giving and receiving feedback: It may never be easy, but it can be better. In NTL reading book for human relations training (pp. 14-19). Alexandria, VA: National Training Laboratory.
• Stone, D. & Heen, S. (2014). Thanks for the feedback: The science and art of receiving feedback well (even when it is off base, unfair, poorly delivered, and, frankly, you’re not in the mood). New York: Penguin Books.

**Instructions:**
• Porter (1982). A quick overview of 9 strategies for giving feedback which is also relevant for receiving feedback.
• Stone & Heen (2014): This is a really great for those who want to take a slightly deeper dive into this topic. Great concepts and well written.

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**Session Description:**
Many psychologists arrive at internship having had limited formal training or experience in the emerging practice of person-centered recovery planning (PCRP). This overview training is designed to enhance your knowledge and comfort with PCRP as you apply it within your various internship settings and as you look ahead to future careers as likely implementation leaders.

The session provides an overview of the core principles and practices of comprehensive person-centered recovery planning, and how this differs from traditional approaches to care. The focus of the session will be a didactic presentation of the PCRP model, with an emphasis on the “nuts-and-bolts” of quality implementation from both a process and a documentation perspective. Participants will receive guidance in co-creating Recovery Plans which respect strengths-based, person-centered principles while also satisfying expectations associated with clinical, accreditation, and fiscal regulations. Hypothetical, case-based examples of quality PCRPs will be shared with the group as a way of illustrating key elements of quality recovery plans.

**Session/learning objectives:**
At the conclusion of this session, fellows will be able to:
1) Gain an understanding of “person-centered care” and how this differs from traditional models in behavioral health service delivery.
2) Identify concrete, practical strategies that exemplify the implementation of PCRP.
3) Learn strategies to maintain the rigor of documentation in order to meet fiscal and accreditation standards.

**Recommended readings:**
• Tondora, J. Introduction to the Documentation of Person-Centered Service Plans.
8/18/15 – 2:45 – 4:00 pm
Mapping the Local System of Care  
Thomas McMahon, PhD 
(Consultation, Interprofessional, & Systems Based Practice #1)

Session description:
Professional psychologists working in public psychiatry work in increasingly complex local systems of care. To function effectively in any system of care, professional psychologist must have a good understanding of the organization, function, and financing of the local system of care. This session will introduce the psychology fellows to the organization and financing of psychiatric services at Yale New Haven Hospital and the Connecticut Mental Health Center. An organization chart constructed with the psychology fellows will be used to outline the organization and financing of the local system of care they will be working within during their internship.

Session/learning objectives:
At the conclusion of this session, the psychology fellows will be able to:
• Explain the general organization of the YNHH-CMHC system of care.
• Explain the general approach to financing the YNHH-CMHC system of care.
• Locate their primary and, if applicable, secondary internship placements on an organizational map of the local system of care.

Recommended readings:
The references are for psychology fellows interested in more information about the local system of care. Most of them can be obtained from the instructor.

8/18/15 – 4:15 – 5:30 pm
Psychopharmacology & Related Issues (Part 1)  
John Cahill, MD  
(Evidence Based Intervention #2)

Session description:
The two-part series aims to increase the fellow’s knowledge base on the various classes of psychotropic medications, potential side effects, and those most commonly indicated for psychiatric illnesses; and
offer practical skills such as recognizing when to request a medication consultation, improving communication with clients about the use of medication, reading prescription orders, and seeking reliable information on specific medications. In addition, the session will also provide opportunity for discussion on how to maximize the collaborative relationship between psychology and psychiatry and team-oriented care in community settings.

Session/learning objectives:
At the conclusion of this session, fellows will:
1) Gain awareness about the major groups of psychotropic medications and their most common side effects.
2) Be able to describe important elements of effective psychology/psychiatry collaboration.

Recommended readings:

8/25/15 – 2:45 – 4:00 pm
**Making Referral Decisions: An Introduction to Addiction Services in New Haven**
Donna LaPaglia, PsyD
(Evidence Based Assessment #2)

Session description:
This seminar will introduce fellows to the ASAM levels of Care used in the assessment and placement of clients with substance use disorders. In addition, the seminar will familiarize fellows with the Substance Abuse System of Care in the greater New Haven area. The class will help guide fellows to make informed treatment referrals for their substance using clients. In addition, evidenced based treatments will be discussed.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Attain familiarity with the ASAM levels of care in substance abuse treatment.
2) Recognize the clinical features of a range of substance use disorders.
3) Attain familiarity with the basic methodological approach in assessing for substance use disorders.
4) Attain familiarity with referral sources in the greater New Haven area.

Recommended readings:


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<th>8/25/15 – 4:15 – 5:30 pm</th>
<th>Psychopharmacology &amp; Related Issues (Part2)</th>
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<tr>
<td>John Cahill, MD</td>
<td>(Evidence Based Intervention #3)</td>
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**Session description:**
This is the second of two sessions. The session description and learning objectives are the same as for the first session.

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<th>9/1/15 – 2:45 – 4:00 pm</th>
<th>Cover Letters &amp; CVs Review</th>
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<tr>
<td>Seth Axelrod, PhD &amp; Robin Masheb, PhD</td>
<td>(Professionalism #3)</td>
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**Session description:**
Applying to postdoctoral positions is a highly variable process that is generally less like applying to a training program and more like applying for a first job. This session will focus on helping fellows transition from student to professional roles in how they present themselves on their CVs and cover letters. They will be oriented to the importance of articulating their professional capabilities and developing expertise, and the importance of emphasizing the mutual benefits to applicant and program in their applications.

**Session/learning objectives:**
At the conclusion of this session, fellows will be able to:
1) Engage participants in considering what they offer postdoctoral fellowships in terms of their skills and developing expertise and in options for presenting themselves as junior professionals;
2) Review CV presentation strategies for ensuring consistency, clarity, organization, and professionalism;
3) Provide participants with guidelines for selling fit on applications, including the expected benefits to both applicant and program.

**Recommended readings:**
9/1/15 – 4:15 – 5:30 pm  
**Violence Risk Assessment & Management of Adults - #1**  
Eric Frazer, PsyD  
(Evidence Based Assessment #3)

**Session description:**  
This is the first of two sessions in a series addressing violence risk assessment and management. An overview of psychological research findings, legal issues, clinical and forensic applications, psychological testing, and structured professional judgement will be incorporated into real-world case analyses to prepare the modern clinical psychologist for scientifically grounded violence risk assessment methodologies with adults. An interactive case study vignette will be presented.

**Session/learning objectives:**

At the conclusion of this session, fellows will be able to:
1) Describe appropriate clinical models for understanding violence risk assessment.
2) Apply clinical thinking that is specialized for assessing violence risk.
3) Identify risk assessment procedures for clinical work.

**Recommended readings:**


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9/8/15 – 2:45-4:00 pm  
**Peer Supervision/Consultation – Introduction**  
Michael Hoge, PhD  
(Supervision #2)

**Session description:**

This is the second seminar session on Peer Supervision/Consultation. Having been oriented in the first session to the structure and process of these groups, fellows break into small groups for an additional peer supervision and consultation experience. Each fellow has at least one opportunity to lead a group and one opportunity to present a case during a group during this seminar series. In the last 15 minutes of the seminar session, fellows regroup to debrief and discuss their experience with each other in the presence of a session moderator.

**Session/ learning objectives:**

At the conclusion of this session, fellows will have:
1) Increased familiarity and comfort with peer supervision and consultation.
2) Increased ability to structure a case discussion during peer supervision.
3) Increased ability to provide support and constructive feedback to peers.

**Recommended readings:**

There are no additional readings.
Violence Risk Assessment & Management of Adults - #2
Eric Frazer, PsyD
(Evidence Based Assessment #4)

Session description:
This is the second of two sessions in a series addressing violence risk assessment and management. This segment will focus on assessing violence risk in the context of delinquency, pediatric psychopathology, and school violence. Fellows will review a real case study vignette and apply the clinical/forensic methodology and a structured professional judgment instrument (SPJ) to understand the determinations of risk.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Formulate appropriate clinical & forensic models for approaching youth risk assessment
2) Apply an SPJ risk assessment and formulate psychological instrument batteries specific for youth violence
3) Describe real-world risk management interventions for youth presenting with violence problems.

Recommended readings:
• Sijtsema, J. J., Kretschmer, T., & van Os, T. (2015, January 5). The Structured Assessment of Violence Risk in Youth in a Large Community Sample of Young Adult Males and Females: The TRAILS Study. Psychological Assessment. (Read before seminar)

The Application of Motivational Interviewing to Enhance Client Engagement
Manuel Paris, PsyD
(Evidence Based Intervention #4)

Session description:
This interactive presentation will provide an introduction and overview to the use of Motivational Interviewing (MI) in a clinical setting. Specifically, fellows will become familiar with key strategies that can facilitate change within the therapeutic relationship. The training will consist of a combination of discussion and experiential exercises geared towards facilitating the competency development of fellows in utilizing MI.

Session/learning objectives:
At the conclusion of this session fellows will be able to:
1) Define the key concepts and principles of Motivational Interviewing.
2) Identify the relational and technical components that make MI work.
3) Explore ways to elicit and respond to change talk.

**Recommended readings:**

  
  *This book describes the application of MI to a variety of behavioral health issues.*

  
  *This guide has a special focus on substance use disorders.*

  
  *This book is the authoritative presentation of Motivational Interviewing.*

  
  *This book discusses the application of MI within the health care setting.*


- Website Resources:
  - [http://www.motivationalinterviewing.org](http://www.motivationalinterviewing.org)
  - [www.drugabuse.gov/nidasamhsa-blending-initiative](http://www.drugabuse.gov/nidasamhsa-blending-initiative)

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### 9/15/15 – 4:15 – 5:30 pm
**The Relevance of Trauma to General Clinical Practice**

*Joan Cook, PhD*

(Evidence Based Assessment #5)

**Session description:**

Many individuals in the United States are exposed to trauma at some point in their lives. In fact, conservative estimates indicate that up to 60% of adults have experienced at least one event that would be considered traumatic, such as child maltreatment, interpersonal violence, natural disaster, war or serious accident, in their lifetime. Although the majority of individuals who experience a single potentially traumatic event do not have long-term negative consequences, a substantial minority do develop significant health difficulties. Indeed, traumatic exposure has been implicated as a risk factor for numerous major mental disorders, including depression, substance abuse/dependence, and Posttraumatic Stress Disorder (PTSD). Trauma is also associated with physical health problems (e.g., ischemic heart, chronic lung and liver diseases), negative health behaviors (e.g., smoking, severe obesity), poor social and occupational functioning and overall decreased quality of life. This class will address the relevance of trauma to general clinical practice.

**Session/learning objectives:**

At the conclusion of this session, fellows will be able to:

1) Explain that exposure to trauma is not a rare event, that a history of exposure to traumatic events is prevalent in the general population and a history of exposure to trauma is appreciably more prevalent in clinical samples than in the general population.

2) Describe how exposure to traumatic incidents is related to a number of trauma-related disorders (i.e., posttraumatic stress disorder, acute stress disorder, complex PTSD) as well other disorders and psychological symptoms (e.g., dissociation, depression, anxiety, substance abuse, personality disorders).
3) Identify why psychologists should know about potentially traumatic events and their health consequences.

Recommended readings:

9/22/15 – 2:45 – 4:00 pm
**Community Psychology: Basic Principles, Practice Competencies & its Relevance to Clinical Psychology**
Jack Tebes, PhD
(Consultation, Interprofessional, & Systems Based Practice #2)

Session description:
This session provides an overview of community psychology, including its history, core principles, practice competencies, and the relationship of community psychology to clinical practice, research, and intervention. Participants will have the opportunity to learn about the field through a combination of didactic presentation and practice-based vignettes. The session will conclude with a focus on how a community psychology perspective can complement and enhance clinical, counseling, and systems interventions and research.

Session/learning objectives:
At the conclusion of this session fellows will be able to:
1) Identify the core principles of community psychology.
2) Identify the major practice competencies of community psychology.
3) Understand how these principles and practice competencies inform clinical practice, research, programs, and policies relevant to addressing behavioral health challenges.

Recommended readings:
- Read the Tebes et al (2014) article from pages 481-490 for an introduction to the core organizing principles for community psychology. (If you are interested in meta-science, the entire article may be of interest.) Also, read the SCRA (2012) draft of the competencies for community psychology practice.

9/22/15 – 4:15 – 5:30 pm
**Assessing Traumatic Exposure and PTSD**
Joan Cook, PhD
(Evidence Based Assessment #6)

Session description:
Many patients who seek psychotherapy services have significant trauma histories. Knowledge of and skills in applying assessment measures developed, normed, validated and determined to be psychometrically suitable for use with trauma survivors will be reviewed. Information will be presented on how to clinically respond to a patient who has just disclosed a significant trauma history. In addition, the importance of trauma in informing an initial treatment psychotherapy plan or recommendations will be taught.
**Session/learning objectives:**
At the conclusion of this session, fellows will be able to:
1) Describe some general considerations when conducting trauma and PTSD assessment.
2) Identify trauma and PTSD screens, self-report measures and structured clinical interviews.
3) Note factors that influence a comprehensive trauma/PTSD assessment.

**Recommended readings:**

**Evidence Based Treatment for PTSD and Related Disorders**
Joan Cook, PhD
(Evidence Based Intervention #5)

**Session description:**
Although the scientific literature on traumatic stress is large and growing, most psychologists have only a cursory knowledge of trauma science and do not apply evidence-based psychosocial treatments for PTSD consistently, if at all. Events in the past decade such as September 11th, the wars in Iraq and Afghanistan, and devastating disasters such as Hurricane Katrina have broadened recognition to traumatic events and have helped place trauma and its potential negative effects on the national agenda. Thus the number and proportion of trauma survivors seeking services has likely increased and with that, more psychologists will be called upon to deliver services to them. Over the past decade numerous treatment guidelines have been published, presenting best practices for PTSD, the disorder most closely identified with exposure to trauma. These guidelines indicate that cognitive-behavioral therapies such as exposure therapy, cognitive therapy, and Eye Movement Desensitization and Reprocessing are the most efficacious for PTSD. All of these treatments involve some form of processing traumatic memories and reminders. In addition, psychotherapies that are used with individuals with complex PTSD will be noted.

**Session/learning objectives:**
At the conclusion of this session, fellows will be able to:
- Identify what clinical guidelines say about effective treatments for PTSD.
- Describe evidence-based treatments for PTSD.
- Explain the three stages of treatment recommended for complex traumatic stress disorders.

**Recommended readings:**


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9/29/15 – 4:15 – 5:30 pm  
**Fellow Feedback: The Internship, Orientation, & Summer Seminar**  
Drs. Hoge, LaPaglia, Olezeski & Silva  
(Administrative: Program Feedback #1)

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10/6/15 – 2:45 - 4:00 pm  
**Levels of Analysis – Part 1**  
David Berg, PhD  
(Systems Based Practice)

**Session description:**  
This is the first of eight sessions that comprise the Systems Based Practice section of the core seminar. The purpose of the series is to explore a number of topics relevant to understanding and working effectively and humanely in complex social systems. The topic for this session is described briefly below. As important as the topic, however, will be the method by which the topic and “useful concepts” within the topic will be explored. Rather than lecture and PowerPoint presentation, the Systems Based Practice seminar will use the experiences of the seminar participants whenever possible as the basis for learning. Precisely because fellows are embedded in complex work organizations, they will not have to look far to examine topics such as authority, intergroup relations, and boundaries. We will use their observations of these phenomena to examine the phenomena themselves. Levels of Analysis is the focus of the first two sessions. The key to the seminar is our ability to develop the capacity to view organizational events through a variety of conceptual lenses. In addition to the individual level of explanation we will look to understand what happens in organizations using group and intergroup levels of analysis.

**Session/learning objectives:**  
At the conclusion of this session, fellows will be able to:  
1) Recognize and articulate four distinct levels of analysis for understanding organizational events.  
2) Identify action interventions aimed at each of these four levels of analysis.  
3) Consider an organizational challenge they are struggling with from the perspective of at least two of the levels of analysis.

**Recommended readings:**  

Utilization of Psychological Assessment Across Settings: A Panel Discussion
Christy Olezeski, PhD; Nakia Hamlett, PhD; Matthew Steinfeld, PhD; Erika Carr, PhD

Session description:
Increasingly, psychologists have been integrated into multi-disciplinary teams to provide consultation and complete assessments to assist with treatment planning for specialized populations. In this session, the four panelists will discuss their specialization of interest, how they have integrated into multi-disciplinary teams, the challenges that have arisen, and how they have worked through these. It is our hope that, throughout this session, fellows think about the importance of assessment in the field of psychology, identify areas of specialization they would be interested in pursuing, and consider challenges that might arise as a result of the consultative role.

Session/learning objectives:
At the conclusion of this session, fellows will:
1) Understand how to integrate assessment and consultation in their future work
2) Begin to think about areas of specialization that might be of interest
3) Be aware of barriers that might arise in the arena of consultation with other professions

Recommended readings:

Levels of Analysis – Part 2
David Berg, PhD
(Systems Based Practice)

Session description:
This is the continuation of the Levels of Analysis sequence initiated last week. The session will focus on using the levels of analysis framework to explore a current “case” offered by one of the fellows. The session/learning objectives and references remain the same.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Recognize and articulate four distinct levels of analysis for understanding organizational events.
2) Identify action interventions aimed at each of these four levels of analysis.
3) Consider an organizational challenge they are struggling with from the perspective of at least two of the levels of analysis.

Recommended readings:

10/13/15 – 4:15 – 5:30 pm
Interviewing Strategies
Michelle Silva, PsyD; Brian Kiluk, PhD; Allison Ponce, PhD
(Professionalism)

Session description:
This session is a continuation of the Professionalism Series. An important, but challenging, element of professional development is the ability to effectively convey your professional self, short- and long-term goals, strengths, and areas of growth, in a concise and articulate manner. This didactic and experiential session will provide general strategies to prepare for a professional interview, opportunity to self-reflect on professional goals and how to share these with potential employers, and time to observe a mock interview session.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Describe three tips for successful interviews.
2) Articulate a brief description of professional goals to be used in interviews.
3) Offer feedback to colleagues about interview effectiveness.

Recommended readings:
American Psychological Association – Practice Central
• http://www.apapracticecentral.org/ce/tools/interview.aspx
• http://www.apa.org/science/about/psa/2014/06/elevator-pitch.aspx
NIH Office of Intramural Training and Education
• https://www.training.nih.gov/career_services/graduate_students

10/20/15 – 2:45 – 4:00 pm
Yale Affiliated Postdoctoral Opportunities
Michael Hoge, PhD., (facilitator)
(Professionalism)

Session description:
This session is designed to provide information for fellows about selected Yale-affiliated postdoctoral opportunities that may be of potential interest. Faculty based at VA Connecticut and Yale Health will describe the postdoctoral positions that they will have available on or after July 1. These faculty members also will offer general suggestions to fellows about strategies for successfully competing for postdoctoral positions at Yale or elsewhere.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Identify and describe postdoctoral opportunities that are Yale-affiliated.
2) Describe at least three strategies for successfully competing for postdoctoral positions.
Core Verbal Communication Skills
Matthew Steinfeld, PhD
(Communication & Interpersonal Skills)

Session description:
In the words of the Chinese philosopher Confucius: “If language is incorrect, then what is said is not meant. And if what is said is not meant, then what needs to be done remains undone.” Indeed language, along with the gestures needed to produce it, are the foundation of psychotherapeutic exchange. Speech acts allow us to bridge the interpersonal divides between individuals; when language allows for a relatively accurate representation of therapeutic process “what needs to be done” generally becomes self-evident. In this lecture theoretical material will be presented to underscore how speaking is a primary pathway through which people process affect, how this symbolizing of experience is aided by certain core principles of communication, and that attention to the substrates of linguistic communication offer a range of psychotherapeutic tools with which to help our patients.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Become familiar with 6 communication skills from NLP (NeuroLinguistic Programming)
2) Begin to be able to appreciate the therapeutic utility of attending to various sub parts of speech.
3) Be introduced to the concept of “Thirdness” and how to speak to it.

Recommended readings:

Groups and Teams
David Berg, PhD
(Systems Based Practice)

Session description:
This session is a continuation of the Systems Based Practice seminar series and focuses on the topic of “groups and teams”. Groups are the essential building blocks of social systems. We will explore the underlying processes at work in all groups with special emphasis on how conflict is and can be managed.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Differentially diagnose individual and group phenomena in organizations (e.g. distinguish between individual “personality” and group level scapegoating).
2) Identify at least two effective strategies for (a) managing scapegoating and (b) managing conflict in groups.
Recommended readings:

10/27/15 – 4:15 – 5:30 pm
**Peer Group Supervision/Consultation-Experience**
**Michael Hoge, PhD**  
(Supervision)

Session description:
This is a continuation of the seminar series on Peer Group Supervision/Consultation. Having been oriented in the first session to the structure and process of these groups, fellows break into small groups for an additional peer supervision and consultation experience. Each fellow has at least one opportunity to lead a group and one opportunity to present a case during this seminar series.

Session/learning objectives:
At the conclusion of this seminar, fellows will be able to:
1) Increased familiarity with peer supervision and consultation.
2) Increased ability to structure a case discussion during peer supervision.
3) Increased understanding of how to structure peer supervision (e.g., size, frequency, topics covered, ground rules)

Recommended readings:
No additional readings

11/3/15 – 2:45 – 3:45 pm
**Authority**
**David Berg, PhD**  
(Systems Based Practice)

Session description:
This session is a continuation of the Systems Based Practice seminar series and focuses on the topic of “authority”. All organizations function as a result of task specialization and hierarchy of authority. We will explore the uses and abuses of authority as well as the effect of hierarchy on communication up and down any social system.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Articulate at least three influences of hierarchy on communication and behavioral interaction between individuals in an organization.
2) Describe the unique characteristics of “top,” “middle,” and “bottom” roles in organizations.

Recommended readings:
Session description:
This session will focus on each fellow’s progress toward completion of their scholarly project. Each fellow will have 3-5 minutes to describe: 1) the primary aims and methods of their project, 2) a detailed timeline for completion, and 3) the current status of the project. Fellows will have opportunity to discuss obstacles to completion and potential solutions.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Briefly describe the aims and methods of their scholarly project.
2) Determine a reasonable timeline for completion of various stages of their project.
3) Identify potential obstacles to completion and brainstorm solutions.

Recommended readings:

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Identify risk and protective factors for suicide
2) Identify factors that may increase imminent suicide risk
3) Identify risk management strategies
4) Describe strategies for intervening in crisis

Recommended readings:
Instructions: Please read the Ribeiro article and UWRAMP protocol before class. The readings listed as “optional” are for those who would like more in-depth information.
Integration, 23, 207-221. This clinical paper reviews major theories on suicidality, warning signs of imminent suicide risk, and more briefly discusses assessment and management options.


This risk assessment and management protocol has been used in numerous clinical trials for individuals with high-risk suicidal behavior and includes assessment targets as well as intervention steps. While the instrument is helpful for distinguishing elevated risk in an already high-risk population, the checklist of assessment targets can be useful to clinicians in other settings.

Optional readings:

11/10/15 – 4:15 – 5:30 pm  
Ethics Case  
Thomas McMahon, PhD  
(Ethics)

Session description:
Clinicians working in community-oriented psychiatric treatment programs are likely to encounter ethical-legal dilemmas in the day-to-day delivery of clinical services to clients living in urban poverty with complex treatment needs. This session will examine a conceptual model of ethical decision making in a local system of care. Using a case involving complex ethical-legal questions in the treatment of a young adult client with serious mental illness, faculty will conduct a clinical case conference where the training group will identify the relevant ethical-legal issues and come to some consensus about how an interdisciplinary treatment team should proceed with the treatment of the client.

Session/learning Objectives:
At the conclusion of this session, fellows will be able to:
1) Explain how a decision-making process based on social constructivism can be used to review and resolve ethical-legal dilemmas that arise in the delivery of clinical services;
2) Use the Ethical Principles of Psychologists and Code of Conduct to frame ethical-legal issues that arise in the delivery of clinical services;
3) Identify other ethical, legal, organizational, and systemic considerations that influence ethical-legal decision making in a local system of care.

Recommended Reading:
Washington, DC: American Psychological Association. (For fellows interested in more information, this chapter provides the reader with a good overview of existing conceptual models of ethical decision making in psychology practice.)


11/17/15 – 2:45 – 4:00 pm
1st Person Account - Addiction
Donna LaPaglia, PsyD
(Assessment)

Session description:
This session will explore with fellows the concept of “recovery” from an addictions perspective, provide examples of the challenges such people face, and offer fellows the opportunity ask questions.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Understand the concept of being a “recovering person”
2) Appreciate the courage and resilience required by having faced the challenges of recovery from addiction
3) Be able to identify aspects of current treatment practices that are helpful, and those that are damaging, to persons with addiction issues

Recommended readings:

11/17/15 – 4:15 – 5:30 pm
Open Discussion with Moderator
David Tate, PhD
(Communication & Interpersonal Skills)

Session Description:
This session provides fellows an opportunity to reflect on and discuss their thoughts, feelings, concerns, ideas they may have with regard to any number of possible topics including but not limited to: experiences at their placements; relationships with peers, supervisors, staff, and clients; post-doctoral fellowships; managing dissertation process; experiences living in the New Haven and Yale communities; work-life balance and self-care; and professional development. Fellows may offer one another advice, support, alternate perspectives, and feedback. The session is moderated by a volunteer faculty member who will not be involved in evaluation of fellows, and discussion is confidential to the group.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Have benefitted from the opportunity to explore with peers, in a confidential and supportive setting, thoughts, feelings, achievements, and concerns about life as a psychology fellow.
2) Experience an increased sense of group cohesiveness with peers.
3) Identify potential strategies for strengthening their internship experience.

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<td>11/24/15</td>
<td>2:45 – 4:00 pm</td>
<td>Early Intervention with Psychotic Disorders</td>
<td>Jessica Pollard, PhD (Intervention)</td>
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**Session description:**
Psychotic disorders, such as Schizophrenia, have been called chronic diseases of the young. They typically strike during the transition from adolescence to young adulthood (emerging adulthood) and can greatly disrupt developmental trajectories. Long delays in accessing appropriate care are unfortunately common and associated with poor outcome. Early detection and intervention strategies will be reviewed via presentation of the evidence base as well as clinical vignettes.

**Session/learning objectives:**
At the conclusion of this session, fellows will be able to:
1) Describe the early course of schizophrenia.
2) Articulate the importance of early intervention and shortening duration of untreated psychosis.
3) Identify the key elements of first episode services and early detection.
4) Discuss the challenges in preventing psychotic disorders.

**Recommended readings:**
- [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3431510/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3431510/)

For more about Early Intervention/Early Detection at Yale:
STEP  
[www.step.yale.edu](http://www.step.yale.edu)  
[www.mindmapct.org](http://www.mindmapct.org)

Early detection trial protocol [http://www.biomedcentral.com/1471-244X/14/335](http://www.biomedcentral.com/1471-244X/14/335)


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<td>4:15 – 5:30 pm</td>
<td>Make-up Session</td>
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**Ethical Controversies Surrounding the APA (Double Session)**  
**Steven Reisner, PhD**  
(Ethics)

**Session Description**  
There have been longstanding allegations that leaders within the American Psychological Association colluded with the Bush Administration to promote, support, or facilitate the use of "enhanced" interrogation techniques by the United States in the war on terror. The APA Board of Directors commissioned an independent review. The recently released report from this review, authored by attorney David Hoffman, found evidence in support of the allegations. Dr. Steven Reisner, who is a graduate of the Department of Psychiatry’s internship program, has worked for a number of years to bring attention to the allegations. He joins fellows for a double seminar session to share his perspective on the historical events, the findings of the recent report, and its implications for psychologists regarding ethical practice, advocacy and leadership.

**Session/learning objectives:**  
At the conclusion of this session, fellows will be able to:  
1) Briefly describe the historical events surrounding the allegations against APA.  
2) Identify the key findings of the independent Hoffman report.  
3) Discuss the implications of this controversy for psychologists’ roles as ethical practitioners, leaders, and advocates.

**Recommended readings:**  

**SLATE - "CIA ON THE COUCH":**  
http://www.slate.com/articles/news_and_politics/politics/2014/12/psychologists_role_in_the_cia_s_torture_why_these_medical_professionals.2.html

**New York Times - "APA BOLSTERED CIA TORTURE PROGRAM, REPORT SAYS":**  


**Evidence Based Treatments for Substance Use Disorders**  
**Brian Kiluk, PhD**  
(Intervention/Substance Use Disorders)

**Session description:**  
The Substance Abuse and Mental Health Services Administration (SAMSHA) lists 69 different evidence-based interventions for the treatment of substance use disorders. This session will provide an overview of some of the behavioral therapies with the most empirical support. The session will also focus on the criteria for achieving “evidence-based” status and the distinction between “evidence-based practice”
and “evidence-based treatments”. The session will end with a discussion of the challenges in implementing evidence-based treatments in general clinical practice.

Session/learning objectives
At the conclusion of this session, fellows will be able to:
1) Identify the criteria for establishing an evidence-based treatment.
2) Describe the major components of at least three evidence-based treatments for substance use disorders.
3) Describe the multiple challenges toward implementing evidence-based treatments.

Recommended readings:

12/8/15 – 4:15 – 5:30 pm
Peer Group Supervision/Consultation-Experience
Michael Hoge, PhD
(Supervision)

Session description:
This is a continuation of the seminar series on Peer Group Supervision/Consultation. Having been oriented in the first session to the structure and process of these groups, fellows break into small groups for an additional peer supervision and consultation experience. Each fellow has at least one opportunity to lead a group and one opportunity to present a case during this seminar series.

Session/learning objectives:
At the conclusion of this seminar, fellows will be able to:
1) Increased familiarity with peer supervision and consultation.
2) Increased ability to structure a case discussion during peer supervision.
3) Increased understanding of how to structure peer supervision (e.g., size, frequency, topics covered, ground rules)

Recommended readings:
No additional readings.

12/15/15 – 2:45-4:00 pm
LGBT People and Mental Health – Part 1
David Tate, PhD
(Culture & Diversity)

Session description:
This session will address a number of issues related to mental health and gay, lesbian, bisexual, and transgender people. The first section will cover major terms and concepts associated with working with LGBT people, and will review prevalence rates of mental health-related problems and barriers to treatment. The intersection of sexual identity and racial/cultural identity will be considered. Participants will have the opportunity to share their experiences working with LGBT individuals to date and pose
questions for consideration and discussion. The session will close with a list of guidelines for working clinically with LGBT clients.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Describe major definitions, terms, and concepts relevant to working with LGBT people, including models related to LGBT identity formation
2) State the prevalence rates of mental disorders, substance abuse, and suicidal behaviors among LGBT people
3) Identify barriers that reduce access to treatment for LGBT individuals
4) Provide information about complexities associated with LGBT identity among people of color/ethnic minorities
5) Describe best practices for working with LGBT people

Recommended readings:

12/15/15 – 4:15 – 5:30 pm
LGBT People and Mental Health – Part 2
David Tate, PhD
(Culture & Diversity)

Session description:
This session will feature a conversation/Q & A with David Tate and one of his LGBT clients who will discuss his experiences with regard to sexual and gender identity development, as well as with mental health care systems and providers. Topics may include transgender sexual identity development, characteristics of effective/ineffective behaviors by care providers, transgender issues in the different social environments (e.g. families, schools, workplace, etc), and working with transgender children and youth.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) State the challenges that some transgender people face with regard to identity development, and managing social, familial, and occupational environments.
2) Describe effective and ineffective therapist/healthcare provider behaviors in working with transgender people.
3) Discuss the challenges associated with transgender children, youth, and their families, and what kind of therapeutic support is most effective.

Recommended readings:
No additional readings
Session description:
This two session module will introduce the Fellows to the practice of consultation. In the first session the students will complete a skills inventory and then engage in a discussion that where they will discuss how their skills as a clinical/counseling psychologist will be an asset when they engage in consultation. This session will also review the basic tenets and theories of consultation (common elements across all types of consultation); review different ways that psychologists can work as consultants; and review the ethical issues and challenges that can arise when working as a consultant. In the second session the fellows will be presented with examples of issues that consultants encounter and work in small groups to develop an approach to addressing the challenge and to present their approach to their peers. Fellows will also be asked to relate their approach to the basic tenets of consultation and address any potential ethical issues that may emerge given their plan.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Demonstrate an increased understanding of the skills and competencies needed to provide consultation.
2) Discuss different types of consultation that psychologists engage in.
3) Discuss the ethical issues and challenges that emerge when engaging in consultation.
4) Identify the different phases of the consultation process as it relates to their current work.

Recommended readings:
• Newman, J.L. (1993). Ethical issues in consultation. Journal of Counseling and Development, 72(2), 148-156. – The Newman paper reviews some of the ethical issues that need to be considered when working as a consultant. Please review this paper prior to the first session.
• Tovian, S.M. (2006). Interdisciplinary collaboration in outpatient practice. Professional Psychology: Research and Practice, 37(3), 268-272. The Tovian paper provides an overview of issues that psychologists should consider when working as a consultant in a primary care setting. This paper is provided for those fellows who are currently engaging in this practice and for those who may in the future, it is not necessary to read it before the seminar.
psychotherapy, and interaction integral to the process of healing will be discussed. A transformative interview with Harold Searles, historically one of the most prominent and influential figures in the psychotherapy of schizophrenia, will be examined in light of information uncovered forty years later. Long term consequences of careless diagnosis, the reality of stigma for clinicians as well as clients, and the importance of persistence and emotional connection in recovery from severe mental illness will also be considered.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Identify constructive and destructive consequences associated with diagnosis of severe mental illness
2) Identify and make clinical use of metaphorical communication in problem behavior
3) Embrace respect, creativity, and emotional connection as essential ingredients in any psychotherapy
4) Approach psychological defenses as styles of problem solving rather than pathology
5) Sustain increased empathy and emotional commitment in work with frustrating clients

Recommended readings:
• Benatar, M. (2008) A reconsideration of the clinical work of Harold Searles. Journal of Trauma and Dissociation, 9(4);563-577 (Looks at Searles’ work in context of more recent understanding of trauma)

1/12/2016 – 2:30 – 4:00pm (Note time change & location)
Enhancing Observational Skills – Yale Art Gallery
Linda Friedlander
(Assessment)

Session description:
Fellows will have an opportunity to learn to first objectively describe in as much visual detail as possible an original work of art without making an opinion, interpretation or drawing a conclusion. When complete, they will use the visual information gleaned from the painting to explain what they think the painting is about – its underlying narrative – based only on what they see. During this part of the exercise, conclusions, interpretations and opinions may be made. Facilitators will take every opportunity to draw parallels to the physician’s relationship to their patients based on this exercise.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Fellows will learn to carefully observe and describe a painting in detail in an objective manner without concomitant interpretation.
2) Fellows will learn how to develop alternate interpretations of their objective observations and also reach conclusions that take into consideration the ambiguities and contradictions that may be present in the painting.
3) Fellows will learn to work collaboratively with an open mind while considering the conclusions of others.
Recommended readings:
None

1/12/2016 – 4:15 – 5:30pm
Sexual Harassment and Gender Dynamics in the Workplace
Jennifer Czincz, PhD & Carole Goldberg, PhD
(Ethical & Legal Standards)

Session description:
This session will describe sexual harassment and gender dynamics commonly encountered in a workplace setting. Students will explore definitions of such challenges as well as issues at both the individual and organizational level that facilitate or hinder reporting. Hypothetical scenarios will be discussed in order to consider these issues in concrete terms.

Session/ learning objectives:
At the conclusion of this session, fellows will have:
1) Identify sexual harassment and gender dynamics commonly encountered in a workplace setting
2) Describe mediating factors at both the individual and organizational level related to reporting concerns
3) Formulate responses to hypothetical scenarios representing challenges most commonly encountered in the workplace

Recommended readings:
Instructions: Please review the following articles prior to the session.

1/19/2016 – 2:45 – 4:00pm
Core Concepts in Consultation – Part 2
Joy Kaufman, PhD
(Consultation, Interprofessional & Systems Based Practice)

Session description:
This two session module will introduce the Fellows to the practice of consultation. In the first session the students will complete a skills inventory and then engage in a discussion that where they will discuss how their skills as a clinical/counseling psychologist will be an asset when they engage in consultation. This session will also review the basic tenets and theories of consultation (common elements across all types of consultation); review different ways that psychologists can work as consultants; and review the ethical issues and challenges that can arise when working as a consultant. In the second session the fellows will be presented with examples of issues that consultants encounter and work in small groups to develop an approach to addressing the challenge and to present their approach to their peers. Fellows will also be asked to relate their approach to the basic tenets of consultation and address any potential ethical issues that may emerge given their plan.
Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Demonstrate an increased understanding of the skills and competencies needed to provide consultation.
2) Discuss different types of consultation that psychologists engage in.
3) Discuss the ethical issues and challenges that emerge when engaging in consultation.
4) Identify the different phases of the consultation process as it relates to their current work.

Recommended readings:
• Newman, J.L. (1993). Ethical issues in consultation. *Journal of Counseling and Development, 72*(2), 148-156. – The Newman paper reviews some of the ethical issues that need to be considered when working as a consultant. Please review this paper prior to the first session.
• Tovian, S.M. (2006). Interdisciplinary collaboration in outpatient practice. *Professional Psychology: Research and Practice, 37*(3), 268-272. The Tovian paper provides an overview of issues that psychologists should consider when working as a consultant in a primary care setting. This paper is provided for those fellows who are currently engaging in this practice and for those who may in the future, it is not necessary to read it before the seminar.

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1/19/2016 – 4:15 – 5:30pm
**Peer Supervision/Consultation - Experience**
*Michael Hoge, PhD (Supervision)*

Session description:
This is a continuation of the seminar series on Peer Group Supervision/Consultation. Having been oriented in the first session to the structure and process of these groups, fellows break into small groups for an additional peer supervision and consultation experience. Each fellow has at least one opportunity to lead a group and one opportunity to present a case during this seminar series.

Session/learning objectives:
At the completion of this seminar participants will have:
1) Increased familiarity with peer supervision and consultation.
2) Increased ability to structure a case discussion during peer supervision.
3) Increased understanding of how to structure peer supervision (e.g., size, frequency, topics covered; ground rules)

Recommended readings:
No additional readings

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1/26/2016 – 2:45 – 4:00 pm
**Skin Tone Bias in Communities of Color: Implications for Human Development and Psychological Intervention -- Cindy Crusto, PhD**
*(Individual & Cultural Diversity)*

Session description:
The role of skin tone in human development is an underexplored area in behavioral health. Empirical research indicates the multiple ways in which skin tone bias—a form of discrimination based on skin color and other physical characteristics—affects development and well-being as well experiences in
different social, educational, justice and economic systems. The session uses lecture, multimedia, and large group discussion to explore these issues.

**Session/learning objectives:**
At the conclusion of this session, fellows will be able to:
1) Define skin tone bias and implicit bias
2) Articulate historical and contemporary notions and manifestations of skin tone bias
3) Identify the ways in which skin tone issues may affect human development
4) Identify implications of skin tone issues for psychological intervention

**Reading**
  Researchers previously have investigated the role of race in capital sentencing, and in particular, whether the race of the defendant or victim influences the likelihood of a death sentence. In the present study, we examined whether the likelihood of being sentenced to death is influenced by the degree to which a Black defendant is perceived to have a stereotypically Black appearance. Controlling for a wide array of factors, we found that in cases involving a White victim, the more stereotypically Black a defendant is perceived to be, the more likely that person is to be sentenced to death.
  The purpose of this study is to determine whether a labor market penalty exists for members of immigrant groups as a result of being phenotypically different from white Americans. Specifically, the authors examine the link between skin shade, perhaps the most noticeable phenotypical characteristic, and wages for immigrants from five regions: (1) Europe and Central Asia; (2) China, East Asia, South Asia, and the Pacific; (3) Latin America and the Caribbean; (4) Sub-Saharan Africa; and (5) the Middle East and North Africa. Using data from the New Immigrant Survey, a nationally representative multi-cohort longitudinal study of new legal immigrants to the United States, the authors find a skin shade penalty in wages for darker immigrants. However, disaggregating by region of origin shows that this finding is driven exclusively by the experience of immigrants from Latin America; the wage penalty for skin tone is substantial for self-reported nonblack Latin American immigrants. The effects of colorism are much less pronounced or nonexistent among other national-origin populations. Furthermore, although a skin shade penalty is not discernible among African immigrants, findings show that African immigrants experience a racial wage penalty.

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1/26/2016– 4:15 – 5:30pm  
**Pain Management**  
**Declan Barry, MD**  
(Intervention)

**Session description:**
This class will review: 1) pain basics; 2) role of psychologists in pain management; and c) psychological interventions for pain management with empirical support. The class will highlight the interdisciplinary team approach for pain management.
Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Distinguish between different types of pain
2) Identify the role of psychology in interdisciplinary pain management
3) Identify chronic pain interventions that have empirical support

Recommended readings:
These readings are optional.

2/2/2016 – 2:45 – 4:00pm
Understanding Conflict & Defense in Psychodynamic Psychotherapy
Matthew Steinfeld, PhD
(Intervention)

Session description:
The data people use to decide how to negotiate their lives is the constant flow of their own cognitions, emotions, sense perceptions, and behavior. When, for real or perceived reasons, an individual encounters an external stressor that necessitates not honoring thinking what one is thinking, or feeling what one is feeling, or doing what needs to be done, these internal needs may be ‘defended against’ in the service of maintaining psychological balance and a coherent sense of self. While defense can be adaptive and healthy in specific time limited situations, if over generalized from the context in which it presumably served a protective function into others, these defensive maneuvers may create characterological rigidity (read: personality pathology), which are largely invisible to the person experiencing them. This session is an introduction to the psychoanalytic concepts of ‘conflict’ and ‘defense’ and offers several clinical guidelines for the treatment of such personality problems.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Familiar with a definition of intrapsychic ‘conflict.’
2) Introduced to the concept of ‘defense’ against experience as a cause of internal conflict.
3) Familiar with several psychodynamic principles to ‘speak to,’ and in so doing minimize, the self-estrangement that results from over generalized psychological defense.

Recommended readings:
Instructions: (Please read the Cramer article. Other articles optional for reference/introduction on the empirical support for psychodynamic psychotherapy).
2/2/2016– 4:15 – 5:30pm
Personality Disorder Assessment in DSM-5
Emily Ansell, PhD
(Assessment)

Session description:
This class will briefly review empirical support for the importance of assessing personality disorders. We will then focus on models that were proposed for DSM-5 personality disorder diagnoses, how assessment of multiple disorder and trait components could be clinically useful, and how this information can be integrated into a personality disorder diagnoses in DSM-5. The class will conclude with application of personality disorder criteria to a case example.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Know and understand the diagnostic criteria for DSM-5 personality disorders.
2) Identify differences between dimensional and categorical personality disorder criteria and diagnoses.
3) Apply DSM-5 personality disorder diagnostic approaches to case material.

Recommended readings:
• Bender, D.S., Morey, L.C., and Skodol, A.E. (2011): Toward a Model for Assessing Level of Personality Functioning in DSM–5, Part I: A Review of Theory and Methods, Journal of Personality Assessment, 93, 332-346. (This article reviews the theories and methods that served as a basis for changes in personality disorder diagnoses for DSM-5)
• Leslie C. Morey, Han Berghuis, Donna S. Bender, Roel Verheul, Robert F. Krueger & Andrew E. Skodol (2011): Toward a Model for Assessing Level of Personality Functioning in DSM–5, Part II: Empirical Articulation of a Core Dimension of Personality Pathology, Journal of Personality Assessment, 93:4, 347-353 (This article reviews empirical evidence for the underlying dimension of personality pathology and its application in DSM-5 PD diagnoses)

2/9/2016 – 2:45 – 4:00pm
Understanding Transference & Countertransference in Psychodynamic Psychotherapy
Matthew Steinfeld, PhD
(Intervention)

Session description:
Transference is a word given to the commonplace phenomena in which patients make aspects of their past known to the therapist, in the present, through unconscious communication in speech and action. Countertransference, the same process originating in the therapist, is its counterpart. Throughout the history of psychoanalytic psychotherapies, these concepts have been conceptualized in different ways—each having unique psychotherapeutic implications for clinical technique. This session will offer trainees a grounding in the theoretical and clinical utility of these concepts, trace their evolution across 1-person, 1 ½-person, and 2-person models of psychotherapy, and offer 3 modes of “speaking” to transferential events in the consulting room.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Understand a definition of the concepts ‘Transference’ and ‘Countertransference.’
2) Become familiar with 1-person, 1 ½-person, and 2-person models of psychotherapy.
3) Learn 3 modes of “speaking” to transferential events in the course of psychotherapy.
Recommended reading:
Instructions: (Please read all of the Kaner & Prelinger. Other reading is optional for additional background)


Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) To discuss the patient experience as a measure of quality
2) To understand that empathic communication is critical
3) To understand that provider “burnout” impacts communication and quality

Recommended Reading:
None

Session description:
For the past five years, the Patient Experience Program at Yale-New Haven Hospital has provided a framework for use by employees in improving how they care for patients and families, welcome visitors, and support one another. Dr. Michael Bennick, the first Medical Director of Patient Experience at Yale-New Haven Hospital will discuss the nature of patient and family experiences in large medical centers and review strategies for improving that experience.

 Session description:
‘Projective Identification’ (a term which, in a psychotherapeutic context, describes a process in which parts of a patient’s emotional experience which originate from within them, but which are experienced as intolerable, are experienced as originating from the therapist) and ‘Enactment’ (a term describing how patient and therapist can unwittingly get caught playing out particular relational scenarios influenced by both of their unique personalities, blind-spots, sensitivities etc.) are ubiquitous throughout psychotherapy. Though distinct clinical concepts developed by different clinicians, they are related in that both are interpersonal processes that operate largely outside of the awareness of both therapist and patient. This lecture will focus on the diagnostic utility of these concepts in developing case conceptualizations and choosing clinical interventions. Additionally, trainees will be introduced to the clinical technique of ‘Metacommunication’ (an intervention that involves engaging a patient in the process of collaboratively “stepping back” from an enactment, and exploring what is taking place in the therapeutic relationship).
Session/learning objectives
At the conclusion of this session, fellows will be able to:
1) Familiar with the concepts: ‘Projective Identification,’ ‘Enactment,’ and ‘Metacommunication’
2) Become familiar with their potential communicative, treatment interfering, and therapeutic functions.
3) Learn several ways to identify when ‘Projective Identification’ and ‘Enactments’ are happening in the course of psychotherapy, and how to use relational techniques such as ‘Metacommunication’ to regain therapeutic subjectivity.

Recommended readings:
• None

2/16/2016 – 4:15 – 5:30pm
The Crucial Role of Stories for the Field of Mental Health
John Strauss, MD, David Sells, PhD; Rebecca Miller, PhD
(Communication & Interpersonal Skills)

Session description:
Dr. Strauss is an internationally known psychiatrist whose work has focused on schizophrenia, the problems of psychiatric diagnosis and the role of subjective experience in understanding mental health problems. For many years he has hosted two groups within the Department of Psychiatry called Writing Creatively about Patients as People, in which students, staff, and faculty write about their work and share it with each other. Each year selected authors from the groups read from their stories at a Departmental Grand Rounds. In this session, Dr. Strauss will briefly discuss the process of writing about patients and our work with them. Two members from his groups will accompany him to read from their writings.

Session/learning objectives:
At the conclusion of this session fellows will:
1) Be more aware of “writing about patients” as a means for reflecting on their work and inner experience.
2) Understand the role that writing groups can play in providing professional and personal support.
3) Be inspired to write something about their work with patients.

Recommended readings:

2/23/2016 – 2:45 – 4:00pm
Understanding Termination in Psychodynamic Psychotherapy
Matthew Steinfeld, PhD
(Intervention)

Session description:
To quote the American psychologist and psychoanalyst Herb Schlesinger (2005, 2014), “The ending of psychotherapy is the most important part of treatment. In a major sense, any treatment is ... it is about how to obviate the need for the therapist.” When the time comes for this eventuality, the sensitivity and skillfulness with which a therapist facilitates this process can consolidate treatment gains, and increase the likelihood that they are enduring. This lecture will address: how to decide when to end a course of
treatment, clinical considerations in the length and goals of a termination phase, and clinical technique that can be considered during the end of a psychodynamic psychotherapeutic treatment.

Session/learning Objectives:
At the conclusion of this session, fellows will be able to:
1) Appreciate the potential therapeutic (and counter therapeutic) possibilities in the ending of a treatment.
2) Generate hypotheses about how termination with a given patient may unfold, given other endings and beginnings that have transpired with them in treatment.
3) Identify several important interpersonal processes in the end phase of treatment to allow both patient and therapist to acknowledge their experiences in the loss of the therapeutic relationship.

Recommended readings:

2/23/2016– 4:15 – 5:30pm
Writing Grant Proposals
Thomas McMahon, PhD
(Professionalism)

Session description:
Early-career psychologists are frequently involved in the preparation of grant applications to secure funding for service delivery, program development, professional training, and research. This introduction to grant writing will provide the psychology fellows with an overview of (a) proposal preparation and (b) potential sources of funding for different types of projects. An effort will be made to compare and contrast the process of applying for funding to support research, service delivery, program development, and professional training. Examples of successful grant applications and early career pathways will be included to illustrate key points.

Session/learning objectives:
At the conclusion of this session, the psychology fellows will be able to:
1) Identify resources available to early-career psychologists preparing a grant application;
2) Identify the components of most successful grant applications;
3) Explain how the process of applying for funding to support research differs from the process of applying for funding to support service delivery, program development, and professional training.

Recommended readings:
None
Intergroup Relations (Part 1)
David Berg, PhD
(Systems Based Practice)

Session description:
This session is a continuation of the Systems Based Practice seminar series and focuses on the topic of “intergroup relations”.
If groups are the building blocks then coordinating the relationships between groups is what creates organizational effectiveness. We will explore the challenges inherent in managing relationships among hierarchical, functional and identity groups in organizations.

Session/learning objectives:
At the conclusion of this session fellows will be able to:
1) Understand the difference between interpersonal group and representational group dynamics.
2) Articulate five principles for managing representational groups.
3) Describe the difference between organizational groups and identity groups in organizations.
4) Discuss the influence of at least one identity group on their own functioning in organizations.

Recommended readings:

Peer Supervision/Consultation - Experience
Michael Hoge, PhD
(Supervision)

Session description:
This is the final seminar session on Peer Group Supervision/Consultation. Having been oriented in the first session to the structure and process of these groups, fellows break into small groups for an additional peer supervision and consultation experience. Each fellow has at least one opportunity to lead a group and one opportunity to present a case during this seminar series.

Session/learning objectives:
At the completion of this seminar participants will have:
1) Increased familiarity with peer supervision and consultation.
2) Increased ability to structure a case discussion during peer supervision.
3) Increased understanding of how to structure peer supervision (e.g., size, frequency, topics covered, ground rules)

Recommended readings:
No additional readings
3/8/2016 – 2:45 – 4:00pm
Intergroup Relations: Part 2
David Berg, PhD
(Systems Based Practice)

Session description:
This session is a continuation of the Systems Based Practice seminar series and focuses on the topic of “intergroup relations”.

If groups are the building blocks then coordinating the relationships between groups is what creates organizational effectiveness. We will explore the challenges inherent in managing relationships among hierarchical, functional and identity groups in organizations.

Session/learning objectives:
At the conclusion of this session fellows will be able to:
1) Understand the difference between interpersonal group and representational group dynamics.
2) Articulate five principles for managing representational groups.
3) Describe the difference between organizational groups and identity groups in organizations.
4) Discuss the influence of at least one identity group on their own functioning in organizations.

Recommended readings:

3/8/2016 – 4:15 – 5:30 pm
Open Discussion with Moderator
David Tate, PhD
(Communication & Interpersonal Skills)

Session Description:
This session provides fellows an opportunity to reflect on and discuss their thoughts, feelings, concerns, ideas they may have with regard to any number of possible topics including but not limited to: experiences at their placements; relationships with peers, supervisors, staff, and clients; post-doctoral fellowships; managing dissertation process; experiences living in the New Haven and Yale communities; work-life balance and self-care; and professional development. Fellows may offer one another advice, support, alternate perspectives, and feedback. The session is moderated by a volunteer faculty member who will not be involved in evaluation of fellows, and discussion is confidential to the group.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
4) Have benefitted from the opportunity to explore with peers, in a confidential and supportive setting, thoughts, feelings, achievements, and concerns about life as a psychology fellow.
5) Experience an increased sense of group cohesiveness with peers.
6) Identify potential strategies for strengthening their internship experience.

Recommended readings:
None

3/15/2016 – 2:45-4:00pm
Boundaries – Part 1
David Berg, PhD
(Systems Based Practice)

Session description:
This session is a continuation of the Systems Based Practice seminar series and focuses on the topic of “boundaries”.

Systems are defined by their relationship to an environment. Boundaries differentiate a social system from its environment. They also regulate the relationship between system and environment. We will explore this useful concept can be used to diagnose and intervene in organizational functioning.

Session/learning objectives:
At the conclusion of this session fellows will be able to:
1) Understand the role of social system boundaries in the effective functioning of organizations.
2) Diagnose “underbounded” and “overbounded” conditions in organizations.
3) Create interventions aimed at optimizing boundary conditions in both underbounded and overbounded systems.

Recommended readings:

3/15/16 – 4:15 – 5:30
Screening for Cognitive Impairment
Timothy Belliveau, PhD
(Assessment)

Session description:
This session will include a description of the key elements of the mental status exam, the major domains of cognitive functioning, and the integration of cognitive screening data into a well-organized case formulation. The presentation will encompass a review of topics which are particularly relevant to cognitive assessment, including base rates of low cognitive test scores, local base rates of cognitive impairment, and the value of eliciting and addressing specific referral questions. Issues for discussion include consideration of demographic, cultural and diversity issues which can affect test performance, estimating premorbid intellectual ability, recognizing threats to the validity of obtained test data, and awareness of non-neurological factors which can contribute to low test scores. We will distinguish “general purpose” and disease-specific screening methods, review a few cognitive screening tests, explore the psychometric properties of one test, and discuss its utility and limitations.

Session/learning objectives:
At the conclusion of this session fellows will be able to:
1) Identify the key elements of the mental status exam.
2) Describe the major domains of cognitive functioning and associated methods of brief cognitive evaluation.
3) Recognize various non-neurological factors that can contribute to low test scores.

Recommended readings: Instructions: Please read the first chapter in Strub and Black before the session, and prepare a few questions or issues for discussion. Refer to the article by Rosette et al. if screening for mild cognitive impairment is a referral question that you respond to.

- [Classic text for completing a bedside mental status exam, organizing observations / findings, and communicating results.]

3/22/2016 – 2:45 – 4:00pm
Boundaries – Part 2
David Berg, PhD
(Systems Based Practice)

Session description:
This session will involve the practical application of the boundary concepts introduced in the previous session with special attention to diagnosing the organizational settings in which the fellows work. Implications for organizational changed will also be explored.

Session/learning objectives:
At the conclusion of this session fellows will be able to:
1) Understand the role of social system boundaries in the effective functioning of organizations.
2) Diagnose “underbounded” and “overbounded” conditions in organizations.
3) Create interventions aimed at optimizing boundary conditions in both underbounded and overbounded systems.

Recommended readings:
Session description:
In public sector psychiatry and mental health treatment programs, a significant percent of clients (above 55% and as high as 79% in some geographical areas) are involved in the criminal justice system. These clients not only have the additional clinical complication of a legal burden but also challenging clinical and ethical issues. As defendants, parolees, and probationers, they often face requirements that involve additional services, interruption in care, or an interface between the legal system and treatment that threaten the integrity of that treatment and of their civil rights. In addition, some of these clients raise issues for risk assessment and management. Because of unique and burgeoning partnerships between mental health and criminal justice, the numbers of clients and the conditions under which they are referred for treatment are increasing. Clinical psychologists are often the lead clinicians responsible for planning and delivering care for these clients. This class will present the organization of the criminal justice system and will review basic principles relevant to the care of clients with active cases in the criminal justice system, including confidentiality, Tarasoff duties, collaboration across systems, and reporting requirements. Although the particulars will be specific to the statutes of Connecticut, the theoretical underpinnings for all jurisdictions will be presented.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Understand the organization of the federal and state court systems, parole and probation, and stages of legal involvement in the criminal justice system;
2) Be prepared to formulate a treatment plan for working with clients on parole and probation and to engage in collaborative involvement around the clients’ supervision and reporting;
3) Appreciate and manage the issues of confidentiality, risk assessment, and reporting requirements for clients involved in the criminal justice system;
4) Appreciate and manage the threats to civil rights, therapeutic alliance and treatment integrity, and professional ethics faced by clients and psychologists in the criminal justice system.

Recommended readings:
- Connecticut State Statute: Sec. 52-146c. Privileged communications between psychologist and patient.
From Psychodynamics to Social Dynamics  
Matthew Steinfeld, PhD & Nakia Hamlett, PhD  
(Intervention)

Session description:
Communities are in large part a product of the individuals and groups of people who lay claim to and enact them. Like “the self,” whose boundaries are at once defined and ever fluid, the story of who we tell ourselves we are – across scale (neighborhood, state, nation, etc.) – is affected by internal conflict, how it is defended against, how those conflicts are engaged or disowned, as well as how they are resolved. Thus, the dynamics that govern individuals and individual relationships, in the aggregate, affect and shape our collective societal dynamics and inter-group relations. In this seminar, core concepts from prior psychodynamic lectures will be taken up again, only this time applied to the ‘body politic’ vs. the individual body.

Session/learning objectives:
At the conclusion of this session fellows will be able to:
1) Introduced to the broad concept that ‘inner life’ shapes collective ‘outer life’ – and visa versa.
2) Familiar with how several specific intrapsychic defenses also function in large group and inter-group settings.
3) Be able to appreciate psychodynamic practice as a way to not just mitigate the suffering of our patients, but also of our shared communities and collective society.

Recommended readings:

Recovery Speaks: Lives in Recovery from Mental Illness & Addiction ...  
Elizabeth Flanagan, PhD  
(Intervention)

Session description:
People in recovery report that some of the greatest stigma and discrimination they experience comes from mental health settings. Clinicians are often unaware of the stigma they and others produce, with clients reporting more stigma in mental health settings than clinicians report. In this session, Recovery Speaks, a group of people in recovery from mental illness, addiction, and incarceration will discuss stigmatizing experiences they’ve had in mental health settings and offer practical suggestions for what clinicians and fellows can do to reduce stigma in health care. Recovery Speaks is funded by the Connecticut Mental Health Center Foundation.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Gain an understanding of stigma in mental health settings and individuals’ experiences of stigma.
2) Use the life stories heard to better understand the role of stigma in recovery.
3) Use the tips described by the performers to decrease stigma and increase cultural competence in mental health care

**Recommended readings:**

**Instructions:**

These articles describe and review stigma and cultural competence from the perspective of consumers and clinicians. The goal is for you to use them as background reading to better understand stigma and cultural competence in mental health settings.

- Flanagan, E. H., Miller, R., & Davidson, L. (2009). "Unfortunately we treat the chart": Sources of stigma in mental health settings. 80(1), 55-64.

**4/5/2016 – 2:45 – 4:00 pm
Smoking Cessation
Lisa Fucito, PhD
(Assessment)**

**Session description:**

The presentation and discussion will focus on the role of psychologists in promoting health behavior change among cigarette smokers and tobacco users. Cigarette smoking, common among individuals with mental health problems, will be discussed as one modifiable risk factor associated with chronic illness. We will review efficient, empirically-validated intervention strategies for cigarette smoking. Relevant case examples will be presented.

**Session/learning objectives:**

At the conclusion of this session fellows will be able to:

1) Appreciate how psychologists can use behavioral models to improve clients’ physical health outcomes.
2) Be able to use motivational enhancement and cognitive-behavioral strategies to facilitate changes in cigarette smoking.
3) Identify other ways that they can evaluate, treat, and support their clients’ physical well-being.

**Recommended readings:**

4/5/2016 – 4:15 – 5:30 pm
Partnering with PIRS (People in Recovery)/Peers
Chyrell Bellamy & Kim Guy
(Intervention)

Session description:
People in recovery (PIR) are being hired to provide peer/recovery support services within behavioral health systems of care. Their contributions have been noted in the literature: instilling hope through positive self-disclosure, role modeling self-care and recovery and exploring new ways of using experiential knowledge, and developing relationships with individuals characterized by trust, acceptance, understanding, and empathy. In addition, there is a national effort through PCOR to work more collaboratively with PIR and people we serve (clients/patients) on research related projects, with the intention of our work and research being enhanced through patient centered perspectives. As systems of care move toward change efforts that embrace social inclusion and citizenship, there is a question as to how to best utilize the experiences and contributions of peers to support these initiative? How can we include, respect, and maximize the contributions of peer staff and peer support as a distinct approach, versus simply “fitting” PIR into the work done by other paraprofessionals and case managers? How can psychologists partner more effectively with PIR in the behavioral health workforce?

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Identify ways in which PIR have been involved in the recovery movement.
2) Identify advances in education and training of PIRs as Recovery Specialists and Peer Supporters.
3) Identify various roles that PIRs can play in the behavioral health organization and in research.
4) Identify strategies for partnering effective with PIR to enhance behavioral health care services.

Recommended readings:
Review both articles prior to class.

4/12/2016 – 2:45 – 4:00 pm
Sexuality and Sexual Dysfunction
Christy Olezeski, PhD
(Health Psychology)

Session description:
This session will encompass several different topics related to sexuality. We will begin with a brief overview of the prevalence of sexual dysfunction and a discussion of how to talk to clients about their sexuality. Normative sexual behaviors in children will also be discussed. We will then have a more focused discussion of how mental health issues (including trauma) can have an effect on sexual behavior. Several case studies will be shared with participants on how sexual behavior might be encountered in both inpatient and outpatient settings. Participants will also have the opportunity to share their own clinical experiences working with individuals who may have presented with sexual dysfunction.
Session/learning objectives
At the conclusion of this session, fellows will be able to:

1) Understand the importance of discussing sexual behavior with clients
2) Utilize a framework and language to discuss sexual health with clients
3) Understand the relationship between mental health and sexual functioning
4) Learn strategies for assessment of sexual dysfunction

Recommended readings:

Instructions: As this is a broad topic, and individuals have varying interests and previous experiences, I am asking each participant to pick two of the following references to read prior to the session:


4/12/2016 – 4:15 – 5:30 pm
*Psycho-oncology – A View from the Inside*
Jeanne Steiner, MD
(Intervention)

Session description:
This session will include a personal account of the psychological experience of a patient undergoing treatment for cancer. This perspective will be provided by a psychiatrist who has expertise in providing and receiving such care. The presenter will read an excerpt from her memoir about her personal experience, and will discuss several “lessons learned” that are relevant for mental health and other healthcare professionals.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:

1) Identify natural features of the experience of being a patient that are often seen as maladaptive
2) Recognize the power and impact that the behavior of health care professionals can have on patients
3) Consider ways to improve our practice of patient centered care with respect to treatment for serious medical problems
Recommended readings:
- When Doctors Become Patients, Robert Klitzman, Oxford University Press [optional]

4/19/2016 – 2:30 – 4:00 pm
Examining Gender Socialization: Implications for Therapeutic Intervention
Erika Carr, PhD
(Individual & Cultural Diversity)

Session description:
The class will address three main aspects of understanding gender and the implications for psychotherapeutic intervention. Initially, the cultural socialization of gender and power will be explored from a multicultural/feminist perspective, including our own awareness of gender and power in daily life, as well as the intersectionality of oppressive experiences related to diverse social identities. Secondly, the impact of these socialization experiences on the lives of the clients we serve and its impact on their mental health and wellness will be addressed. Lastly, the class will provide an overview of avenues for therapeutic intervention to address the impact of cultural socialization so as to increase empowerment of clients and decrease the oppressive impact of socialization experiences on mental health and wellness.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Describe their own awareness of the roles of cultural socialization of gender and power in their own lives and the lives of the clients they serve.
2) Conceptualize the impact of gender and power in the presentation of mental health concerns, as well as a journey of wellness and recovery.
3) Identify methods for therapeutic intervention to increase empowerment of clients and recovery and mitigate the impact of oppressive experiences related to gender and power.

Recommended readings:

4/19/2016 – 4:15 – 5:30 pm
Make-up Session

4/26/2016 – 2:45 – 4:00 pm
Food Insecurity & Mental Health: Screening & Mitigation of a Social Determinant of Illness
Marydale Debor & Francine Bolton
(Assessment)

Session description:
Evidence substantiating the relationship between food insecurity, dietary quality and mental health, especially the link between adequate nutrition and depression The presentation and discussion will focus on data regarding the incidence of moderate to severe food insecurity among psychiatric patients and the role it plays as a contributing factor to psychiatric and medical illnesses. Studies estimate the rate of food insecurity among community mental health center patients to be approximately 70-75%.
Recently, The American Academy of Pediatrics formally recommended universal screening and identifying children at risk for food insecurity. We will explore options for screening patients served in public mental health centers for food insecurity and examples of interventions (at CMHC) and community-based resources that clinicians may use to assist clients to deal with the limitations on their capacity to meet their food needs, as well as institutional responses to mitigate this social condition that can profoundly affect prospects for recovery.

Additionally, dysfunctional eating patterns and excessive weight gain during recovery from drug and alcohol abuse will be addressed.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Appreciate how food insecurity functions as a social determinant of mental health, as well as overall physical health status, especially among the population served by community mental health centers
2) Understand the three pillars of food security: Food availability, Food access and Food use
3) Become familiar with standard, validated food insecurity screening questions and their use as a tool in clinical practice and understand why its incorporation into clinical practice can be important to the therapeutic process
4) Identify how hospital and other institutional food and nutrition service operations can provide support to mitigate food insecurity among clients, together with community-based food programs to which clients may be referred.

Recommended readings:
- Compton, M, Food Insecurity as a Social Determinant of Mental Health, Psychiatric Annals 44:1, January 2014
- Compton, M. and Shih, R., Editors: The Social Determinants of Mental Health 2015, American Psychiatric Publishing
- Seligman, H et al. Exhaustion of Food Budgets At Month’s End and Hospital Admissions for Hypoglycemia, Health Affairs, January, 2014 Vol 33 no 1 116-123 http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4215698/
- Sandra Stenmark, Loel Solomon, Jandel Allen-Davis, and Catherine Brozena
  Linking The Clinical Experience To Community Resources To Address Hunger In Colorado, Health Affairs Blog, July 13, 2015,

4/26/2016 – 4:15 – 5:30 pm
Eating Disorders in Non-traditional Populations
Robin Masheb, PhD.
(Assessment)

Session description:
This class will make the case of why it is important to identify and treat eating disorders in non-traditional (i.e., overweight/obese, male, minority, and Veteran) populations. An overview of DSM-5 diagnostic criteria for eating disorders, the research on non-traditional eating disorder samples, and one
of the presenter’s clinical trials will be discussed. Finally, the clinical implications of these findings, and the future directions of the presenter’s line of research with regard to Veterans will be discussed.

**Session/learning objectives:**
At the conclusion of this session, fellows will be able to:
1) State why we should be thinking about eating disorders in non-traditional populations.
2) Identify the key diagnostic criteria for eating disorders.

**Recommended readings:**

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**Understanding Leadership for Psychologists– Part 1**
Allison Ponce, PhD
(Professionalism)

**Session description:**
Psychologists are well positioned to hold a variety of leadership roles. During the Yale internship year, fellows are implicitly and explicitly encouraged to develop themselves as leaders. This session focuses on psychologists in leadership by introducing a panel of professionals who are lead in research, administration, and clinical realms. They will share information about their career trajectories, current professional roles, and offer advice for early career professionals who will continue to develop their leadership skills. The panelists will also lead small-group discussions to facilitate discussion and answer specific questions from the fellows.

**Session/learning objectives:**
At the conclusion of this session, the psychology fellows will be able to:
1) Describe at least three areas in which psychologists are leaders
2) Discuss steps toward personal leadership development
3) Engage in conversation with psychologist leaders about professional roles

**Recommended readings:**
5/3/2016 – 4:15 – 5:30 pm
Understanding Leadership for Psychologists- Part 2
Allison Ponce, PhD
(Professionalism)

Session description:
Psychologists are well positioned to hold a variety of leadership roles. During the Yale internship year, fellows are implicitly and explicitly encouraged to develop themselves as leaders. This session focuses on psychologists in leadership by introducing a panel of professionals who are lead in research, administration, and clinical realms. They will share information about their career trajectories, current professional roles, and offer advice for early career professionals who will continue to develop their leadership skills. The panelists will also lead small-group discussions to facilitate discussion and answer specific questions from the fellows.

Session/learning objectives:
At the conclusion of this session, the psychology fellows will be able to:
1) Describe at least three areas in which psychologists are leaders
2) Discuss steps toward personal leadership development
3) Engage in conversation with psychologist leaders about professional roles

Recommended readings:

5/10/2016 – 2:45 – 4:00 pm
Assessment and Treatment of Sleep Disorders
Nancy Redeker
(Assessment)

Session description:
In this session, I will provide an overview of approaches for assessment of adult sleep and sleep disorders and diagnostic criteria and treatment of the most common sleep disorders (sleep disordered breathing, insomnia, RLS/PLMS) in adults. Behavioral and pharmacological approaches to the treatment of insomnia will be discussed.

Session/learning objectives
At the conclusion of this session, fellows will be able to:
1) Explain diagnostic nosologies (DSM and ICDS) for insomnia and sleep disordered breathing.
2) Evaluate best practices for treatment of common adult sleep disorders.
3) Explain the process of decision making regarding the need for referral to specialized sleep services.

Recommended readings:

5/10/2016 – 4:15 – 5:30 pm
Scholarly Projects
FAC Moderator
(Research)

Session description:
As an essential part of the internship learning experience, each fellow completes a scholarly project during the course of the internship year. This session provides a forum during which fellows will present their project to faculty and peers.

Session/learning objectives
At the conclusion of this session, fellows will:
1) Using the Scholarly Project Report Form, will complete a brief written report at the conclusion of the project
2) Fellows will practice presentation skills-- by developing, and giving a formal presentation of their project

5/17/2016 – 2:45 – 4:00 pm
Evidence Based Practice-From Research to Clinical Practice
Stephanie O’Malley, PhD
(Intervention)

Session description:
This session applies the principles of Evidenced Based Medicine (EBM) to consider the implications of research to clinical practice. This session will discuss how to evaluate the evidence base supporting the efficacy and safety of pharmacotherapies and their relevance to clinical practice. Naltrexone will be used as the example.

Session/learning objectives
At the conclusion of this session, fellows will:
1) Describe the five steps of the EBM approach to clinical uncertainty.
2) Apply these principles to evaluate the clinical utility of pharmacotherapies for clinical practice, using naltrexone as a case example.

Recommended readings:
• Srihari VH. Evidence-Based Medicine (EBM) in the Education of Psychiatrists. Academic Psychiatry, 2008; 32(6): 463-9. (A conceptual paper on where EBMology fits into the development of clinical expertise. The references are a good bibliography to the literature around the use of EBM).

5/17/2016 – 4:15 – 5:30 pm
**Scholarly Projects**
**FAC Moderator**
(Research)

**Session description:**
As an essential part of the internship learning experience, each fellow completes a scholarly project during the course of the internship year. This session provides a forum during which fellows will present their project to faculty and peers.

**Session/learning objectives**
At the conclusion of this session, fellows will:
1) Using the Scholarly Project Report Form, will complete a brief written report at the conclusion of the project
2) Fellows will practice presentation skills-- by developing, and giving a formal presentation of their project

5/24/2016 – 2:45– 4:00 pm
**Embodiment: Nonverbal communications**
**Matthew Steinfeld, PhD**
(Communication & Interpersonal Skills)

**Session Description:**
Contemporary psychotherapeutic practices generally privilege language over other forms of nonverbal communication. In addition to the skillful use of words, another important substrate of therapeutic process is the constant flow of gestures, actions, movements, and enactments that are the bedrock of mutual understanding and regulation. In this experiential seminar, noted dancer, choreographer, and director Jennifer Harrison Newman will guide participants in experiential exercises to acquaint themselves with their body as an instrument which has great communicative potential.

**Session/learning objectives:**
At the conclusion of this session, fellows will:
1) Introduced to the broad concept that embodiment is the bedrock of communication.
2) Able to have experienced their own range of motion in experiential exercises.
3) Be able to consider how their habitual patterns of movement may be to varying degrees facilitative in therapeutic contexts.

**Recommended Readings:**
Instructions: Being an experiential workshop, no readings will be assigned.
**But please wear clothes that are comfortable and loose-fitting enough to allow for movement exercises.**
5/24/2016 – 4:15 – 5:30 pm  
**Scholarly Projects**  
**FAC Moderator**

**Session description:**
As an essential part of the internship learning experience, each fellow completes a scholarly project during the course of the internship year. This session provides a forum during which fellows will present their project to faculty and peers.

**Session/learning objectives**
At the conclusion of this session, fellows will:
1) Using the Scholarly Project Report Form, will complete a brief written report at the conclusion of the project
2) Fellows will practice presentation skills-- by developing, and giving a formal presentation of their project

5/31/2016 – 2:45 – 4:00 pm  
**System Strategies for Promoting Behavioral Health Equity**  
Miriam Delphin-Rottman, PhD  
(Individual & Cultural Diversity)

**Session Description:**
Through the use of video, group discussion, and brief didactics this session will address system level strategies for increasing cultural competence and promoting health equity nationally, and in the CT public behavioral health system. National and state level mental health and addictions disparities in access, service use, and outcomes will be presented. Strategies for addressing behavioral health disparities at the direct care, organizational, and healthcare system levels will be discussed.

**Session/learning objectives:**
At the conclusion of this session, fellows will:
1) Describe specific mental health and addictions disparities in access, service use, and outcomes nationally, and in the CT state system of care.
2) Describe national and state level strategies for increasing cultural competence and reducing mental health and addictions disparities.
3) Identify tools and resources for addressing culture in behavioral health service delivery.

**Recommended Readings:**
  ([https://www.thinkculturalhealth.hhs.gov/Content/clas.asp](https://www.thinkculturalhealth.hhs.gov/Content/clas.asp))  
  Fellows do not need to read this document prior to the seminar, but they should be familiar with it as it is a key policy driver for addressing health disparities and cultural competence at the state and national levels.
Fellows do not need to read this article prior to the seminar, but can read it for additional information about system strategies for promoting cultural competence.

5/31/2016 – 4:15 – 5:30 pm
Scholarly Projects
FAC Moderator
(Research)

Session description:
As an essential part of the internship learning experience, each fellow completes a scholarly project during the course of the internship year. This session provides a forum during which fellows will present their project to faculty and peers.

Session/learning objectives:
At the conclusion of this session, fellows will:
1) Using the Scholarly Project Report Form, will complete a brief written report at the conclusion of the project
2) Fellows will practice presentation skills-- by developing, and giving a formal presentation of their project

6/7/2016 – 2:45 – 4:00 pm
Open Discussion with Moderator
David Tate, PhD
(Communication & Interpersonal Skills)

Session Description:
This session provides fellows an opportunity to reflect on and discuss their thoughts, feelings, concerns, ideas they may have with regard to any number of possible topics including but not limited to: experiences at their placements; relationships with peers, supervisors, staff, and clients; post-doctoral fellowships; managing dissertation process; experiences living in the New Haven and Yale communities; work-life balance and self-care; and professional development. Fellows may offer one another advice, support, alternate perspectives, and feedback. The session is moderated by a volunteer faculty member who will not be involved in evaluation of fellows, and discussion is confidential to the group.

Session/learning objectives:
At the conclusion of this session, fellows will be able to:
1) Have benefitted from the opportunity to explore with peers, in a confidential and supportive setting, thoughts, feelings, achievements, and concerns about life as a psychology fellow.
2) Experience an increased sense of group cohesiveness with peers.
3) Identify potential strategies for strengthening their internship experience.

6/7/2016 – 4:15 – 5:30 pm
Presentation of Scholarly Projects
Faculty Moderators
(Research)

Session description:
As an essential part of the internship learning experience, each fellow completes a scholarly project during the course of the internship year. This session provides a forum during which fellows will present their project to faculty and peers.
Session/learning objectives
At the conclusion of this session, fellows will:
1) Using the Scholarly Project Report Form, will complete a brief written report at the conclusion of the project
2) Fellows will practice presentation skills—by developing, and giving a formal presentation of their project

6/14/2016 – 3:30 – 6:30 pm
Graduation
New Haven Lawn Club

6/21/2016  2:45 – 4:30 pm
Program Feedback/Closing Session
Michael Hoge, PhD
(Administrative)

6/28/2016
NO SESSION