



Clinical Psychology Training Programs

2021-2022 Training Year

April, 2022

Training Leadership

- Wendi Cross, Ph.D.**
 Director of Training in Clinical Psychology

 Director of Psychology Postdoctoral Training
- Jennifer West, Ph.D.**
 Associate Director of Psychology Training

 Director, Psychology Internship - Child Track
- Renee Madathil Ph.D.**
 Director, Psychology Internship - Adult Track

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Updates from the Training Director



Welcome to Spring in Rochester where we have 65 degree sunny days followed by 25 degree days with snow. For a while we've been emerging from the pandemic with caution and care. But, like our unpredictable weather, it's difficult to know what tomorrow will bring. We've got new variants and second boosters looming, and Zoom is as much a part of our gatherings as bagels and coffee once were. We had our second year of all remote recruitment and, honestly, I don't think we'll go back to in person because there are so many benefits including the fact that applicants don't

have to spend time or money traveling all over the country. Thanks to Linda Brown's amazing organizational skills, our faculty's commitment and our trainees' contributions, we had another very successful remote recruitment and match day for the internship and fellowship. Eight highly qualified interns and 4 talented fellows will join our program in August (when I'm sure it will be warm!). A unique feature of our internship that sets us apart from other programs is the Leadership Project. It offers an opportunity for trainees to contribute to multiple missions of the department, interact with other staff and faculty, and to develop administrative and leadership skills that will serve them going forward. The 'value added' that these program development, evaluation, and

QI projects bring to the department is enormous. I want to thank all of the mentors who work with interns over the course of the year on their projects. All of the current projects are featured in this issue. Check them out! And, stop by Flaum on June 1st (11am - 1pm) for an 'in real life' poster day event and to learn more about these exciting activities. As I close, I want to express my deepest gratitude to all of the colleagues and friends in the Department, and in the broader Psychology community, for the gift of time and space over the past months. I have needed each and every one of your kindnesses and moments of support with the tragic loss of our son, Max. Thank you. Thank you. Fondly,
 ~Wendi Cross, PhD

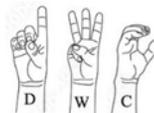
Internship Program Leadership Projects

The internship offers a leadership opportunity for interns to make meaningful contributions to the Department's clinical and education missions and/or agencies in the broader community. Leadership Projects aim to enhance interns' understanding of complex issues facing a clinical service or education program, expose interns to the scope and depth of the functioning of psychologists in a medical center, and expand ideas regarding the contributions that psychologists can make. At the conclusion of the training year, interns present a poster about their project at the Trainee Poster Day in June.

Deaf Wellness Needs Assessment

Marisa Bergfield, M.A.
 Mentor: Amanda O'Hearn, Ph.D.

The Deaf Wellness Center's mission is threefold: a dedication to clinical service, teaching, and research around Deaf health and mental health care. We aim to conduct a thorough needs assessment by building focus groups comprised of key stakeholders within the Deaf Hard of Hearing communities in Rochester and the Department of Psychiatry. Together, we hope to better understand the communities needs and integrate them into the mission so the DWC continues to play a leading role in advancing the field of psychology for individuals that are Deaf and hard-of-hearing.



Pediatric Dentistry and Behavioral Health Partnership

Alexandra Carroll, M.A.
 Mentor: Jennifer West, Ph.D. and Ritu Shah, M.D.

Alexandra is working with the Eastman Dental Pediatric Dentistry Clinic under the mentorship of Jennifer West, PhD and Ritu Shah, DMD. Alexandra has been working on developing and piloting a questionnaire for parents of children who may have more individualized dental needs such as autism spectrum disorder



(ASD), attention-deficit/hyperactivity disorder (ADHD), or anxiety related to healthcare visits. This questionnaire was developed with input from the pediatric dental residents and helps to facilitate communication between caregivers and providers. Caregivers are provided with information about strategies available in the clinic, such as a visual schedule for dental visits created as part of this project. Alexandra is working with the dental team to identify the best ways to obtain this type of information and support patients moving



Internship Program Leadership Projects (Cont'd)

Communicating Child Maltreatment Research to the Public: The Relation to Suicide Risk as a Case Study

Anna Defayette, M.A.

Mentor: Corey Nichols-Hadeed, JD, and Erinn Duprey, Ph.D.



This leadership project is being conducted under the mentorship of Corey Nichols-Hadeed, JD, and Erinn Duprey, PhD, with the TRANSFORM Research Center. In line with the mission of TRANSFORM, the aim of this project is to translate and disseminate findings from child maltreatment research to the general public. Specifically, we are using the Robert Wood Johnson guidelines for translation and dissemination of public health services and systems research as a framework to create a fact sheet. This fact sheet summarizes research on the relation between child maltreatment and suicidal thoughts and behaviors, and provides recommendations for clinicians, other professionals, and caregivers. This project also underscores the importance of developing skills in communicating research findings to the general public.



Help seeking, loneliness, and substance use consequences on employment in individuals with Opioid Use Disorders (OUD)

Denise Fedlan, MA

Mentor: Lisham Ashrafioun, Ph.D.



Stigma of OUD can contribute to loneliness in the workplace by (1) creating perceived or real distance from co-workers, and (2) not seeking professional help or social support from co-workers because of fear of rejection or repercussion. Understanding the association of loneliness and substance use consequences on employment may help identify potential intervention targets to improve help seeking among employed individuals with OUD. Denise, with the mentorship of Dr. Lisham Ashrafioun, will characterize loneliness, help seeking and substance use consequences in the context of employment. Additionally, Denise will compile evidence-based strategies that providers may use when attempting to reduce loneliness and increase help seeking in the workplace.

Understanding Psychiatric and Psychosocial Needs of Living Organ Donors and Transplant Recipients

Kim Parkhurst, MS

Mentor: Kristen Holderle, PhD



Although transplant donors and recipients receive routine medical and surgical follow-up post-surgery, psychiatric follow-up often only occurs when a problem is identified. The focus of this project is to conduct a needs assessment to determine whether routine psychiatric follow-up is appropriate and useful for both organ donors and transplant recipients. Following a review of the literature, a screening tool has been created to help understand patients' post-transplant experiences from a psychosocial perspective. The results of this project may have important implications for the broader integration of psychiatric and psychological services into post-transplant care.

The Department of Psychiatry Presents the 9th Annual **TRAINEE POSTER DAY** June 1, 2022

In celebration of the scholarly works of our trainees



Please join us From 11:00 to 1:00 Flaum Atrium



Persistent Pain Waitlist Workshop: piloting a group-based CBT intervention for pediatric pain

Ari Romano-Verthelyi, M.S.

Mentor: Michelle Swanger-Gagne, PhD.

Ari is working with the Division of Rheumatology under the mentorship of Michelle Swanger-Gagne, PhD. Ari has been working on developing a group-based intervention for parents and teens who have been diagnosed with Amplified Musculoskeletal Pain Syndrome and are on the waitlist for treatment. Across two, 90-minute virtual group meetings, the AMPS Waitlist Workshop will provide teens and their parents with pain psychoeducation, as well as strategies to support pain management. Ari will be collecting pre- and post-intervention questionnaires in order to determine this pilot program's feasibility, acceptability, and effect on pain-related catastrophizing and self-efficacy.



URMC Inpatient Child & Adolescent Eating Disorder Program (CAEDP) Needs Assessment for Psychological Services

Beier Yao, M.A.

Mentor: Deanna Sams, Ph.D.

I shadowed different treatment team members within the inpatient CAEDP, including morning rounds on 8S with the treatment team, the adolescent medicine rounds, the bedside RN & psych tech during supported meal, and the parent education and skills group. Based on my observations and a literature review, I developed a survey assessing needs for psychological services within the CAEDP, and collected data from the multidisciplinary treatment team. I plan to develop a proposal for provision of psychological services within the CAEDP based on the survey results.



A State-Wide Learning Community focused on Advancing High-Quality School Mental Health Systems

Jen Warmingham, MA

Mentor: Melissa Heatly, PhD



This leadership project focuses on collecting and analyzing data collected as part of the SHAPE UP NY program. SHAPE UP NY is a learning collaborative conducted virtually in 2021 that included staff from school districts across New York State. Learning collaborative sessions included didactics and scheduled time for school district members to plan steps toward advancing high-quality school mental health systems within their district. Participants completed a survey after finishing the learning collaborative program and reported on how attending the learning collaborative shaped their knowledge, skill, and confidence enacting change in their school mental health system. Current efforts on this project involved a review of the research on learning collaboratives to improve school-based mental health systems, qualitative and quantitative data analysis, and will include manuscript preparation.

Department of Psychiatry's 75th Anniversary



Celebrate with Us!

Our 75th celebrations and activities will be an opportunity to come together as faculty, staff, trainees, alumni, department partners, supporters, and community. We will celebrate past accomplishments, reflect on missed opportunities, and imagine what is possible for the department's next 25 years.

Link to page:: [Department of Psychiatry 75 Years](#)

Part of this celebration includes an Anniversary Webinar Series. On March 1st many of our faculty were involved in the Webinar, "Biopsychosocial Innovations in Education." To view this session, and others use the link above.



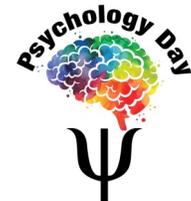
Dean's Teaching Fellowship recipient



Jennifer West, PhD

Firearm safety is a public health issue affecting all segments of the population. Mental health providers working with patients across the life span need to be knowledgeable about gun safety and confident and skilled in addressing it, not only with patients with an identified risk such as suicidal or homicidal ideation but with all patients and/or their caregivers. We are proud that Jennifer West received support from the Dean's Teaching Fellowship for her project '**Evaluation of a Firearm Injury Prevention Education Program for Health Care Providers**'. The program aims to evaluate a new educational activity focused on firearm injury prevention by obtaining feedback from learners regarding the educational components (didactic presentation, standardized patient (SP) encounters) and measuring the impact on self-efficacy, knowledge, use of the training, and changes in skill (asking about firearms in the home and storage methods, collaborating to develop safer storage methods). The training utilizes active learning methods (simulation with SPs), observational coding methods, and structured SP feedback procedures. A pilot study is in progress with psychology trainee participants and we are eager to learn about the results.

Celebrate with the UN and URM



Thursday, April 21, 2022

*Join with our Faculty & Trainees
highlighting psychology's contributions
to clinical service and education*

<https://www.unpsychologyday.com/>

Faculty Focus



Tara Augenstein, PhD is a clinical psychologist and assistant professor in the Department of Psychiatry at URM. Dr. Augenstein received her PhD from the University of Maryland, College Park in 2018. Dr. Augenstein then went on to complete her internship in Child Psychology at Massachusetts General Hospital and her post-doctoral fellowship in Child and Adolescent Psychology at URM.

Dr. Augenstein's long-standing passion for working with patients in acute crisis led her to join the faculty at URM in September 2019, when she became the first adult inpatient psychologist in over 20 years to work on our adult and geriatric psychiatry units. Through her role as the adult inpatient psychologist, Dr. Augenstein delivers direct patient care, actively participates in interdisciplinary team consultation and collaboration, facilitates staff wellness activities, and designs and implements quality improvement projects. Dr. Augenstein also serves in various leadership positions throughout the Acute and Adult Division, and she is the founder and chair of the Inpatient Research Committee for the Department of Psychiatry. Dr. Augenstein's research interests center on leveraging multi-informant and multi-method assessment techniques to assess and predict severe psychological symptoms that are notoriously difficult to assess using traditional self-report methods, such as suicidal ideation and psychopathic traits.

Dr. Augenstein is very committed to the education mission. She enjoys her work as the primary supervisor for our psychology interns on the adult track during their adult inpatient psychiatry rotation. She also provides educational support for psychology externs, psychiatry residents, and nursing staff across our adult and geriatric inpatient services.



We're on Facebook! The Clinical Psychology Training Program has a FB group, "**URMC-psychology Alumni**". There are currently 86 members including faculty and alumni trainees. It is fun to stay in touch with graduates and hear about their personal and professional lives. Check it out!