

**TARGET AUDIENCE:** Physicians, Psychologists, Psychiatric Nurse Specialists, Nurses, Social Workers, Residents & Fellows, Medical Students, Allied Mental Health Providers, and all other Healthcare providers. Grand Rounds course content is at Intermediate level.

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DATE: Thursday, May 7<sup>th</sup>, 2026

*\*HYBRID (713 Harrison St, 2<sup>nd</sup> floor)\**

TIME: 12:30- 2:00 PM

**TITLE:** *Schizophreniform Disorder and Catatonia in Adolescent- A Case Report*

**SPEAKERS:** *Nicholas Snyder, MD, Anthony Amalfitano, MD, and Morganne Wagner, MD*, Psychiatry Residents and Child Fellow, SUNY Upstate Medical University

**DESCRIPTION:** We will be presenting a case report about an adolescent presenting to the hospital with delusions and auditory hallucinations. Extensive medical workup was completed while admitted but not yield any medical contributions to the patient's presentation. He was later diagnosed with schizophreniform disorder and followed in the community.

**LEARNING OBJECTIVES:** Following this activity, the participants should be able to:

1. Review Schizophreniform Disorder via DSM V-TR Diagnostic Criteria.
2. Define Catatonia and discuss the pathophysiology in regards to psychotic disorders.
3. Discuss alternative causes of psychosis in the adolescent population.

**TITLE:** *Perspectives and Advances in Fetal Alcohol Spectrum Disorder (FASD)*

**SPEAKER:** *Mei Lin Margono, DO*, Child Fellow, SUNY Upstate Medical University

**DESCRIPTION:** This presentation highlights new perspectives and advances in Fetal Alcohol Spectrum Disorder (FASD), with a focus on increasing awareness among general psychiatry residents and trainees. As an often underrecognized yet more common-than-expected condition, FASD presents significant diagnostic and clinical challenges. This session aims to improve recognition and understanding, particularly for those without specialized child psychiatry training.

**LEARNING OBJECTIVES:** Following this activity, the participants should be able to:

1. Identify and diagnose FASD across a lifespan.
2. Review long-term impacts of FASD on individuals and families.
3. Implement use of effective interventions and support strategies for individuals and families with FASD.

**TITLE:** *Challenges in the diagnosis and management of ADHD in Preschoolers*

**SPEAKER:** *Sean Tyndall, MBBS*, Child Fellow, SUNY Upstate Medical University

**DESCRIPTION:** Attention-deficit/hyperactivity disorder (ADHD) is classified in the Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5), as a neurodevelopmental disorder, with symptoms becoming apparent as early as the preschool years. Generally diagnosed in school-aged children; however, most parents of children referred for evaluation of ADHD symptoms report onset of symptoms at 4 years of age or earlier and anomalous cortical development has been observed in children with ADHD as early as the preschool years.

**LEARNING OBJECTIVES:** Following this activity, the participants should be able to:

1. Review the core symptoms and developmental presentation of ADHD in preschoolers: Understanding how ADHD manifests differently in younger children compared to school-aged children.
2. Identify key challenges and limitations in diagnosing ADHD in preschoolers: Discussing the influence of developmental variability, co-occurring conditions and environmental factors in diagnosis.
3. Review current diagnostic criteria and tools appropriate for early childhood assessment while evaluating the use and limitations of DSM-5 criteria, parent/teacher rating scales and observational assessments in this age group.
4. Discuss evidence-based management strategies for ADHD in preschoolers and examining behavioral interventions, parent training programs, and when pharmacological treatment is indicated.

**Faculty disclosure:** Mei Lin Margono, DO, and Drs. Snyder, Amalfitano, Wagner, and Tyndall have no relevant financial relationships with ineligible companies.

**Link to join Zoom session:** <https://upstate.zoom.us/j/824931563>

**Link for CME & CE credits Registration:** (opens 10am day of Grand Rounds through following Monday) <https://www.upstate.edu/cme/online-register.php>

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**\*APPROVED LMHC CEs\***

**\*APPROVED PSYCHOLOGIST CEs\***

**\*APPROVED SOCIAL WORK CEs\***

**PSYCHOPHARMACOLOGY GRAND ROUNDS**

*\*Virtual Only\**

**DATE:** Friday, May 13<sup>th</sup>, 2026

**TIME:** 12:00-1:00PM

**TITLE:** *Red Tape Session: Informed Consent and Good Noting*

**SPEAKER:** *James Knoll, MD*, Clinical Professor, Department of Psychiatry and Behavioral Sciences & *Thomas Schwartz, MD*, Distinguished Professor, Department of Psychiatry and Behavioral Sciences.

**DESCRIPTION:** Psychopharmacology Rounds is an educational series open to faculty and trainees who wish to get together in an open, in-person seminar format to discuss treatment guidelines with a hint of neurobiology and psychopharmacology approaches to a variety of psychiatric disorders. The hope is that by organizing and leading a discussion, we as a group can ensure we are up to date and ideally on the cutting edge of medication management approaches regarding DSM disorders.

**LEARNING OBJECTIVES:** Following this activity, the participants should be able to:

1. Diagnose psychiatric disorder and describe theoretical causes of psychiatric symptoms.
2. Follow treatment guidelines and be aware of newer treatments available.
3. Review some hypothetical cases.

**Faculty disclosure:** Dr. Thomas Schwartz is a consultant for J&J. Dr. James Knoll does not have any financial disclosures.

**Mitigation Statement:** All financial relationships are mitigated.

**Link to join Zoom session:** <https://upstate.zoom.us/j/99002094312>

**Link for CME & CE credits Registration: (opens 10am day of Grand Rounds through following Monday)** <https://www.upstate.edu/cme/online-register.php>

**\*FREE CME CREDITS OFFERED\***

**Credit Designation**

SUNY Upstate Medical University designates this live activity for a maximum of 1 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

**DATE:** Thursday, May 14<sup>th</sup>, 2026

**NO GRAND ROUNDS – Department Faculty Meeting (open only to faculty members)**

**DATE:** Thursday, May 21<sup>st</sup>, 2026

**\*HYBRID (713 Harrison St, 2<sup>nd</sup> floor)\***

**TIME:** 12:30- 2:00 PM

**TITLE:** *Fake it Until You Break It: The Deleterious Effects of Malingering on Mental Health Systems, Practitioners, and Patients*

**SPEAKERS:** Ejay Kao, MD, Raveena Gill, MD, Taylor Thomson, MD, and Wesley Henze, MD, Forensic Fellows, SUNY Upstate Medical University

**DESCRIPTION:** Malingering often evokes strong countertransference reactions in the clinician in both forensic and clinical settings. In this talk we describe how to recognize signs of malingering, how to document appropriately, and how to improve outcomes by managing one's own countertransference.

**LEARNING OBJECTIVES:** Following this activity, the participants should be able to:

1. Define malingering in the clinical and forensic setting and distinguish it from factitious disorders.
2. Detect common clinical signs of malingering and how to appropriately document.
3. Identify countertransference reactions to the malingering patient to help guide clinical judgement.

**Faculty disclosure:** Drs. Kao, Gill, Thomson, and Henze have no relevant financial relationships with ineligible companies.

**Link to join Zoom session:** <https://upstate.zoom.us/j/824931563>

**Link for CME & CE credits Registration: (opens 10am day of Grand Rounds through following Monday)** <https://www.upstate.edu/cme/online-register.php>

**DATE:** Thursday, May 28<sup>th</sup>, 2026

**\*HYBRID (713 Harrison St, 2<sup>nd</sup> floor)\***

**TIME:** 12:30- 2:00 PM

**TITLE:** *Christian Religious Dissonance, Religious Orientations, and Prejudice Expression*

**SPEAKER:** Alex Graham, MA, Psychology Intern, SUNY Upstate Medical University

**DESCRIPTION:** Although Christ commanded his followers to love their enemies, some Christians justify their prejudices on grounds of their faith. This presentation discusses an experiment which examines the way religious orientation moderated the relationship between religious dissonance and prejudice expression. Listeners will learn about religious dissonance and how it emerges, religious orientations, the justification-suppressions model of prejudice, and some patterns of prejudice expression or inhibition among Christians based on their orientation.

**LEARNING OBJECTIVES:** Following this activity, the participants should be able to:

1. Define religious dissonance.
2. Differentiate religious orientations.
3. Predict prejudice expression or suppression occasioned by religious dissonance

**TITLE:** *Peer Grief Support Education*

**SPEAKER:** Austin Harlan, MA, MS, Psychology Intern, SUNY Upstate Medical University

**DESCRIPTION:** This program aims to equip bereaved individual's social networks with the educational tools to provide effective layperson support during their grieving process. This program is not meant to make any participant a grief expert or mental health professional at any capacity, rather to educate them on efficient grief support methods and dissuade harmful pitfalls. General grief education, helpful support methods, and awareness into common detrimental interactions with bereaved individuals are provided through nine modules. Each module is online, self-paced, and free for users with intention for the highest accessibility and greatest outreach. This dissertation hopes to implement this program into practical utility and continue to develop the resource.

**LEARNING OBJECTIVES:** Following this activity, the participants should be able to:

1. Identify key concepts and patterns within the grieving process across different experiences.
2. Explain the underlying factors that lead to common mistakes in grief support and describe their potential effects.
3. Apply practical strategies to demonstrate more compassionate, effective approaches when supporting someone who is grieving.

**TITLE:** *The Anguished Subject: Psychoanalytic Perspectives on Panic*

**SPEAKER:** Benjamin Mason Judy, MA, Psychology Intern, SUNY Upstate Medical University

**DESCRIPTION:** This presentation will describe the author's engagement with qualitative research findings and contemporary psychoanalytic perspectives on panic. The discussion aims to elucidate a nuanced focus on narrative discourses of panic, specifically, to support clinical theory and interventions in

psychology and psychiatry.

**LEARNING OBJECTIVES:** Following this activity, the participants should be able to:

1. Describe psychoanalytic concepts of panic or extreme anxiety and how they may differ from other concepts.
2. Identify cultural shifts and factors that may influence current psychopathology and personhood.
3. Apply an understanding of narrative analysis to experiences of panic and its effects on a person's sense of self and interpersonal relationships.

**TITLE:** *Examining Beliefs about the Relationship between Pain and Cigarette Smoking, Smoking-Related Behaviors, and Depression among a Sample of People with HIV and Pain*

**SPEAKER:** Isabella Plotnik, MA, Psychology Intern, SUNY Upstate Medical University

**DESCRIPTION:** While smoking is a risk factor for experiencing more severe pain, the experience of chronic pain has been related to reporting smoking behaviors in order to cope with pain. Despite smoking behaviors exacerbating pain symptoms, chronic pain experienced by people with HIV plays a significant clinical role in influencing smoking patterns and readiness to stop smoking. Taken together, these factors emphasize the complexity of managing pain and smoking behaviors within the context of treating individuals with HIV. Thus, the purpose of this study is to explore how these variables, nicotine dependence, confidence in quitting smoking and smoking demographics (cigarette frequency and cigarette quantity) are potential mechanisms that impact the desire to utilize smoking behaviors as a means for coping with pain among people with HIV.

**LEARNING OBJECTIVES:** Following this activity, the participants should be able to:

1. Summarize pain-related reasons for smoking among people with HIV.
2. Review how confidence in quitting smoking, nicotine dependence and depression impact Pain and Smoking Inventory scores among people with HIV with pain.
3. Discuss the value of inspecting whether confidence in quitting smoking and nicotine dependence can influence beliefs about smoking to cope with pain and smoking patterns (e.g. cigarette smoking frequency and quantity).

**Faculty disclosure:** Alex Gram, MA, Ausin Harlan, MA, MS, Benjamin Mason Judy, MA, and Isabella Plotnik, MA have no relevant financial relationships with ineligible companies.

**Link to join Zoom session:** <https://upstate.zoom.us/j/824931563>

**Link for CME & CE credits Registration:** (opens 10am day of Grand Rounds through following Monday) <https://www.upstate.edu/cme/online-register.php>

Please email Pamela Le to be added to our email distribution list: [lep@upstate.edu](mailto:lep@upstate.edu)

**\*\*SCHEDULES can also be found online:** <https://www.upstate.edu/psych/education/grandrounds-calendar.php>

**Grand Rounds Videos can also be found online:** <https://upstate.video.yuja.com/V/PlayList?node=58154010&a=775776232>

**Grand Rounds Committee Members:** Melissa Button, LMHC-D, NCC, Theresa Flynn, MD, Carmen Nichita, MD, Nevena Radonjic, MD, PhD, Abigail Riggall, LCSW-R, Thomas Schwartz, MD, and Susan Sperry, PhD.

**Planner Disclosures**

None of the planners have financial relationships with ineligible companies with the exception of Thomas Schwartz who is a consultant for J&J.

**Accreditation**

SUNY Upstate Medical University is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

**Credit Designation**

SUNY Upstate Medical University designates this live activity for a maximum of 1.5 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

**Mitigation**

All relevant financial relationships with ineligible companies have been mitigated.

**Commercial Support**

No commercial support was received for any of the above sessions.

**Continuing Education**

SUNY Upstate Medical University, Department of Psychiatry is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists PSY 0285.

Psychiatry Faculty Practice Inc. is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. #MHC-0336

Psychiatry Faculty Practice Inc. Is recognize by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for social workers #SW-0893.

**Instructions to join Grand Rounds via Zoom:**

**SUNY Upstate Medical Psychiatry Grand Rounds**

**is inviting you to a scheduled Zoom meeting:**

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to start or join. <https://upstate.zoom.us/j/824931563>

**Or,**

Go to <https://upstate.zoom.us/join> and enter meeting ID: **824 931 563**

Join from dial-in phone line:

Dial: **+1 646 558 8656** or **+1 408 638 0968**

Meeting ID: 824 931 563

Participant ID: Shown after joining the meeting

**Participants:** This meeting automatically begins recording as soon as anyone joins it, so **please mute your microphone.**

