

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.

DATE: Thursday, June 4th, 2026

HYBRID- IN PERSON @ 713 Harrison St. (TU3 2nd Floor)

TIME: 12:30- 2:00 PM

TITLE: *A Phenomenological Inquiry of Relationality in Youth Afterschool Programs*

SPEAKER: Antoinette Donofrio, MA, Psychology Intern, SUNY Upstate Medical University

DESCRIPTION: Building relationships with young people is integral to helping professionals, yet little is understood about the mechanisms that make these relationships meaningful. This project explores how afterschool program staff build, sustain, and make meaning of their relationships with youth, colleagues, and their organizations through a feminist phenomenological lens. By centering lived experiences, the project aims to examine relational processes, barriers, and contextual influences that shape youth development and community well-being as well as illuminate the role of authentic, empathic, and process-oriented relationship-building in creating transformative afterschool environments.

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

1. Describe how staff in afterschool programs define and enact relational practices, and the role of identity, consistency, and systemic context in shaping these relationships.
2. Analyze findings and common themes that emerged from semi-structured qualitative interviews that influence relationship quality and youth development.
3. Apply insights to reimagine afterschool settings as emancipatory and culturally attuned prevention spaces in communities.

TITLE: *Misinformation Mayhem: The Effects of TikTok Content on ADHD-Related Knowledge, Stigma, and Treatment-Seeking Intentions*

SPEAKER: Ashley Schiros, MS, Psychology Intern, SUNY Upstate Medical University

DESCRIPTION: Attention Deficit/Hyperactivity Disorder (ADHD) content on TikTok is popular among college students, yet ADHD misinformation is prevalent on TikTok. This ADHD misinformation is concerning because misinformation poses the risk of perpetuating ADHD stigma and trivialization and increasing the pursuit of ADHD treatment based off a false understanding of ADHD. An experimental design assessed the impact of ADHD (mis)information on ADHD knowledge, stigma, and treatment-seeking intentions among treatment-naïve college students. Participants exposed to ADHD misinformation exhibited significantly less accurate ADHD knowledge, higher confidence in their ADHD knowledge, and higher intentions to seek both evidence-based and non-evidence-based ADHD treatment. These findings provide an essential first step in understanding the potential harms of TikTok misinformation on the individual and public levels. The implications of these results from a public health perspective are reviewed, and practical considerations for combatting misinformation are explored.

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

1. Explain the impacts of TikTok ADHD content on ADHD-related knowledge, stigma, and treatment-seeking intentions.
2. Differentiate effects of misinformation and accurate information on ADHD-related knowledge and treatment-seeking intentions.
3. Recommend considerations for combatting and working with misinformation.

TITLE: *Polyvictimization and Behavioral Functioning Among Youth in Foster Care: Situation-Dependent Locus of Control as Risk and Protection*

SPEAKER: Sara Such, MS, Psychology Intern, SUNY Upstate Medical University

DESCRIPTION: Youth in foster care often experience multiple forms of maltreatment (i.e., polyvictimization) and placement changes, which have been associated with a range of behavioral and mental health concerns. Locus of control (LOC) has been identified as a cognitive response predicated on one's environment and may be relevant to the presence of multifinality in adjustment for youth in care. Past research commonly conceptualizes LOC as a construct applicable to all contexts within an individual's life despite the complex environmental changes to which youth adjust. While there is variability within the field in how LOC is captured, the extent to which such perceived control changes the strength or direction of the relation between polyvictimization and behavioral health outcomes remains unclear.

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

1. Review the impact of polyvictimization and placement changes on behavioral health outcomes among youth in foster care.
2. Identify the benefits and drawbacks of capturing youths' locus of control as a global construct on a bipolar continuum vs. a situation-dependent construct.
3. Discuss the clinical implications of the simultaneous presence of internal and external LOC within several life domains specific to youth in foster care.

Faculty disclosure: Antoinette Donofrio, MA, Ashley Schiros, MS, and Sara Such, MS, 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>

APPROVED PSYCHOLOGIST CEs

APPROVED LMHC CEs

APPROVED SOCIAL WORK CEs

PSYCHOPHARMACOLOGY GRAND ROUNDS

Virtual Only

DATE: Friday, June 10th, 2026

TIME: 12:00-1:00PM

TITLE: *Are GLP1 Receptor Agonists Psychiatric Drugs?*

SPEAKER: Roger McIntyre, MD, Professor of Psychiatry and Pharmacology, University of Toronto

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. Explain the incretin signaling in normal brain function.
2. Discuss the rationale for repurposing GLP1RAS psychiatric drugs.
3. Define the clinical application in contemporary clinical practice of GLP1.

Faculty disclosure: Dr. Roger S. McIntyre has received research grant support from CIHR/GACD/National Natural Science Foundation of China (NSFC) and the Milken Institute; speaker/consultation fees from Lundbeck, Janssen, Alkermes, Neumora Therapeutics, Boehringer Ingelheim, Sage, Biogen, Mitsubishi Tanabe, Purdue, Pfizer, Otsuka, Takeda, Neurocrine, Neurawell, Sunovion, Bausch Health, Axsome, Novo Nordisk, Kris, Sanofi, Eisai, IntraCellular, NewBridge Pharmaceuticals, Viatrix, Abbvie, Bristol Myers Squibb (BMS) and Atai Life Sciences.

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, June 11th, 2025

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

DATE: Thursday, June 18th, 2026

HYBRID- IN PERSON @ 713 Harrison St. (TU3 2nd Floor)

TIME: 12:30- 2:00 PM

TITLE: *Shades of Prejudice: Colorism’s Impact on South Asian Female Identity*

SPEAKER: Faaria Ahmed, MA, Psychology Intern, SUNY Upstate Medical University

DESCRIPTION: Colorism, or discrimination based on skin color within the same culture, is prevalent amongst South Asian communities. There is limited research that examines the impact this phenomenon has on this group of individuals. Using a Consensual Qualitative Research Method (CQR), this study explores how Colorism shapes South Asian female identity, mental health, and self-concept. Additionally, media influence, family expectations, and beauty standards will be explored.

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

1. Define Colorism and discuss the historical and cultural roots within the South Asian community.
2. Analyze how media influences beauty standards reinforcing Colorism within South Asian communities.
3. Demonstrate an understanding of how colorism impacts South Asian female identity, self-concept, and mental health.

TITLE: *Emotion Regulation Flexibility and Resilience*

SPEAKER: Ranchal Sabharwal, MA, MS, Psychology Intern, SUNY Upstate Medical University

DESCRIPTION: This presentation will explore multiple approaches to conceptualizing *Emotion Regulation Flexibility* and its role in resilience. We will review both theoretical frameworks and empirical findings that support emotion regulation flexibility as a key mechanism underlying resilience. In addition, we will examine how young adults with high and low resilience differ across various aspects of emotion regulation flexibility—specifically in their affective responses and physiological flexibility—during an anger-inducing task.

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

1. Define emotion regulation flexibility (ERF) at different time scales.
2. Examine how affective flexibility (e.g., affect inertia, instability, recovery) and physiological flexibility (HRV, SCL) are used as markers of regulatory adaptability in emotional contexts.
3. Evaluate which specific features of emotion regulation flexibility are most predictive of resilient functioning, challenging the assumption that flexibility is inherently adaptive.

TITLE: *Mindful Parenting and Childhood Anxiety: An Open, Nonrandomized Trial*

SPEAKER: Oriana Baraone, MS, Psychology Intern, SUNY Upstate Medical University

DESCRIPTION: Anxiety is the most common mental health problem in children. Targeting parent-level factors known to play a role in maintaining children’s anxiety symptoms could help improve treatment outcomes for this population. The present study assessed change in child anxiety symptoms and several parent-level factors before and after participation in a mindful parenting intervention. It also examined whether change in parent-level factors predicted change in children’s anxiety. Results, clinical implications, and directions for future research will be discussed.

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

1. Define mindful parenting and understand the core components of Bögels and Restifo’s mindful parenting intervention.
2. Identify parent-level factors that maintain anxiety symptoms in children and how mindful parenting may target those factors.
3. Discuss the role of parents in the treatment of childhood anxiety.

Faculty disclosure: Faaria Ahmed, MA, Ranchal Sabharwal, MA, MS and Oriana Baraone, MS 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

****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.**

