

CBT SEMINAR SERIES:

“CBT for Depression and Anxiety Prevention”



July 11th, 2024
12:00pm - 1:00pm



<https://weillcornell.zoom.us/j/95987937902>



Speaker Disclosure: Dr. Seewald has no relevant financial relationship(s) with ineligible companies to disclose and DOES NOT INTEND to discuss off-label or investigational use of products or services.

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Dr. Meredith Seewald is currently a postdoctoral fellow in clinical psychology at NYP – Westchester Behavioral Health Center in the Adult Outpatient Department. She is a graduate from Yeshiva University – Ferkfauf Graduate School of Psychology Adult Clinical PsyD Program. Dr. Seewald completed her APA accredited internship at Long Island Jewish Medical Center/Zucker Hillside Hospital where she received training in inpatient, outpatient, and partial hospital settings treating clients with focus on women’s mental health, substance, use, and DBT. Prior to internship Meredith received training at LIJ/Zucker Hillside Hospital’s Geriatric Psychiatry Program, Jamaica Hospital Medical Center, Brooklyn College Personal Counseling Center, and the Parnes Clinic. Meredith was a member of the At-Risk Depression and Anxiety Prevention and Treatment (ADAPT) Lab and conducted her master’s thesis and doctoral dissertation on the topic of school-based depression and anxiety prevention programs with a particular focus on the implementation of mental health programming in under resourced and diverse communities.

ABSTRACT

This presentation will provide an overview of mental health prevention programs, focusing on school-based initiatives and Cognitive Behavioral Therapy (CBT). The study showed that students experience anxiety, difficulty functioning in school, challenges regulating emotions and coping, lack of mental health knowledge, interpersonal issues, and trauma. Implementation barriers included time, resources, stakeholder pushback, and logistical issues. Solutions included adequate resources, prevention prioritization, training, support, education, and strategic program design. Findings highlighted contextual factors impacting student mental health and implementation, such as culture, COVID-19, and family dynamics. These findings can help develop school-based prevention programs, expand programs to diverse communities, and increase program success.

LEARNING OBJECTIVES

1. Describe the three types of prevention programs.
2. Explain the utility of Cognitive-Behavioral Therapy (CBT) techniques in depression and anxiety prevention.
3. Discuss the impact of environmental, societal, and cultural factors on the lived experiences of youth and their mental health.

*1 CE credit available to WCM Department of Psychiatry full time and voluntary faculty Psychologists and Social Workers who sign in with their full name, attend the majority of the lecture and complete a survey which will be emailed following the completion of the lecture. Note the survey must be completed within 30 days of the lecture. Please contact wcmpsychiatryce@med.cornell.edu for additional CE information.

REFERENCES

1. Fagan, A. A., Bumbarger, B. K., Barth, R. P., Bradshaw, C. P., Cooper, B. R., Supplee, L., & Walker, D. K. (2019). Scaling up Evidence-Based Interventions in US public Systems to Prevent Behavioral Health Problems: Challenges and opportunities. *Prevention Science*, 20(8), 1147–1168. <https://doi.org/10.1007/s11121-019-01048-8>
2. Pearrow, M., & Jones, J. (2020). School-based behavioral health services: A public health model for prevention. In *American Psychological Association eBooks* (pp. 45–60). <https://doi.org/10.1037/0000157-004>
3. Werner-Seidler, A., Spanos, S., Calear, A. L., Perry, Y., Torok, M., O’Dea, B., Christensen, H., & Newby, J. M. (2021). School-based depression and anxiety prevention programs: An updated systematic review and meta-analysis. *Clinical Psychology Review*, 89, 102079. <https://doi.org/10.1016/j.cpr.2021.102079>