

Elise G. Abromson, Psy.D.

Licensed Psychologist

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EDUCATION

Psy.D. in Clinical Psychology (APA Accredited), August 2006

American School of Professional Psychology at Argosy University/Washington, DC (ASPP/AU),
Arlington, VA

Dissertation: The Impact of Chronic Illness on the Siblings: Implications for Intervention and a
Proposed Treatment Plan

M.A. in Clinical Psychology (APA Accredited), June 2003

ASPP/AU, Arlington, VA

Thesis: The Neurological Effects of Anorexia Nervosa

B.S. in Biobehavioral Health, May 2001

The Pennsylvania State University, University Park, PA

EMPLOYMENT HISTORY

Elise G. Abromson, Psy.D., LLC- *Frederick, MD*, May 2008-Present

Provide individual, family, and group therapy. Work with children, adolescents, and teens experiencing anxiety, depression, adjustment problems, difficulties related to divorce, school issues, attention and behavior problems, social skill development, as well as other difficulties. Also work with parents by providing support, teaching coping skills, and offering new ideas to help them manage the difficulties their child is experiencing.

William Stixrud, Ph.D. & Associates- *Silver Spring, MD*, December 2007- April 2008

Administer and score numerous psychological tests within a neuropsychological battery for individuals between the ages of 4-22. Train incoming Psychology Associates by teaching them the standardized administration for tests involved in the neuropsychological battery and observe them administering the battery.

Frederick Psychology Center- *Frederick, MD*, January 2007-March 2008

Provide individual and family therapy as well as psychoeducational, behavioral, and emotional testing for children, adolescents, and adults of various ages. Work collaboratively with parents and schools to provide the appropriate interventions for children with behavioral, emotional, and learning disorders. Also provide parenting ability evaluations for the Frederick County Department of Social Services and provide recommendations in the best interests of the families involved.

PRE-DOCTORAL/ POST-DOCTORAL TRAINING

Post-Doctoral Training/ Psychology Associate, September 2006- November 2007

William Stixrud, Ph.D., & Associates- Silver Spring, MD

Administered and scored numerous psychological tests within a neuropsychological battery for individuals between the ages of 4-22. Assessed AD/HD, depression, developmental delays, learning problems, and a wide variety of other psychological issues. Also provided behavioral observations to assist in the diagnostic process.

Clinical Supervisor- Susan Hammond, Ph.D.

Pre-Doctoral Internship, March 2006-August 2006

The Children's Medical Center of Dayton- Dayton, OH

Provided individual and family therapy for children, adolescents, and their families with a variety of diagnoses in an urban setting. Acted as a consultation-liaison for inpatient children with varying medical problems to assist medical professionals in providing appropriate and effective care.

Participated in Emergency Department on-call duties one weekend per month and as needed on a daily basis. Supervised graduate students participating in practicum duties.

Clinical Supervisor- Sarah Fillingame, Psy.D.

Pre-Doctoral Internship, September 2005-March 2006

Ellis Human Development Institute of Wright State University School of Professional Psychology (WSU SOPP)- Dayton, OH

Provided individual and family therapy and psychological evaluations primarily for children as well as adults of diverse backgrounds with an array of diagnoses. Wrote intake summaries, testing, treatment planning, and termination reports. Supervised practicum students with their therapy and assessment procedures and assisted them with any difficulties that arise. Participated in case presentations and Grand Rounds involving faculty, staff, guest psychologists, and students of SOPP.

Clinical Supervisor- Janece Warfield, Psy.D.

Doctoral Advanced Practicum, September 2004-May 2005

Kennedy Krieger Institute of Johns Hopkins- Child and Family Therapy Clinic- Baltimore, MD

Incorporated both family systems and behavioral therapy principles in the treatment of family and childhood problems. Schools, social services, legal organizations, and other social networks were included in the assessment and treatment process as necessary. Sessions were held in the clinic with school visits implemented when appropriate. Assisted parents in managing their child's behavior problems. Worked with children of varying ages falling within the range of mild retardation to average intelligence with an array of behavioral and psychological difficulties. Documented patient progress through progress notes and completed treatment plans when necessary. Population was from a diverse urban setting.

Clinical Supervisors- Gina Richman, Ph.D. & Tana Hope, Ph.D.

Doctoral Practicum, September 2003-May 2004

Children's National Medical Center- Developmental Clinic- Washington, DC

Conducted developmental assessments in a hospital setting. Treated children in a diverse urban setting with a variety of medical and psychological problems. Administered, scored, and interpreted a wide variety of empirically validated tests. Wrote integrated developmental assessment reports and provide feedback to parent or guardian. Determined recommendations for individual client and caregivers. Worked with an organization called DC Kids that was involved in the foster care system and the courts to determine whether the child was developing appropriately and what interventions were

necessary. Collaborated with other professionals and peers individually and within team meetings and as a member of multidisciplinary team. Conducted clinical interviews and intakes.

Clinical Supervisor- Penny Glass, Ph.D.

Doctoral Practicum, June 2003-August 2003

Inova Hospital- Inova Kellar Center: Attention and Learning Disorders Center- Fairfax, VA

Conducted intelligence, personality, social, and neuropsychological assessments for children and adolescents ranging in age from 5-16. Wrote integrated attention and/or learning disorder reports, after administering, scoring and interpreting empirically validated tests. Determined diagnosis and provided feedback session to parent or guardian. Utilized information from clinical interviews and intakes. Participated in team meetings.

Clinical Supervisor- J. Thomas Giroux, Ph.D.

Doctoral Practicum, September 2002-May 2003

The Behavior Therapy Center of Greater Washington- Silver Spring, MD

Provided outpatient behavior therapy for adult clients with various anxiety disorders both within the office and in-vivo. Participated in team meetings consisting of presentations regarding issues in psychology and guest lecturers. Documented patient progress.

Clinical Supervisors- Charles Mansueto, Ph.D., David Keuler, Ph.D., and Ruth Golomb, LCPC;

OTHER CLINICAL EXPERIENCE

Activities Specialist for Parents Early Childhood Education- Positive Action Choices Training (PEACE-PACT), October -December, 2005

WSU-SOPP/Headstart- Dayton, OH

Created activities for a young children's (age 3) psychoeducational group that coincide with the parent training their parents are receiving. Assisted them with communication skills, recognizing emotions, impulse control, and appropriate behaviors.

Crisis Intakes, September 2005

Red Cross/WSU-SOPP- Dayton, OH

Assisted Red Cross staff by speaking to individuals and families about the typical responses to disasters (Hurricane Katrina). Provided support and assist them in finding resources to allow them to receive the services they needed.

Psychology Associate, June 2004-August 2005

William Stixrud, Ph.D., & Associates- Silver Spring, MD

Administered and score numerous assessment tools within a neuropsychological battery for children/adolescents ages 5 and above and young adults (18-22). Tests included those measuring cognitive skills, personality, achievement, motor skills, and neuropsychological functioning. Documented behavioral observations.

Clinical Supervisor- Susan Hammond, Ph.D.

PRESENTATIONS

Making Sense of Psychoeducational Reports, February 2007

The Banner School- Frederick, MD

Provided teachers and administrators information about areas included in a psychoeducational evaluation. Described various assessment tools and their purpose. Discussed the teachers' roles in the assessment and interventions.

Making Sense of Psychoeducational Reports, December 2007

Way to Grow- Frederick, MD,

Provided parents with information about areas included in a psychoeducational evaluation. Described various assessment tools and their purpose. Discussed recommendations typically provided for use in the home and at school.

Bullying Among School-Aged Children, April 2007

Monocacy Middle School- Frederick, MD

Presented information about bullying among male and female school-aged children to the PTA of Monocacy Middle School. Provided information about prevention and intervention strategies as well as warning signs.

Sports Psychology, March 2007

The Frederick Triathlon Club- Frederick, MD

Explained the fundamentals of sports psychology. Discussed the techniques involved in sports psychology. Discussed how to successfully and effectively prepare mentally for a race.

Discipline Strategies for Parents, May 2006

Elizabeth New Life Center- Dayton, OH

Presented information to parents and guardians of various ages regarding effective discipline strategies to use with their children. Discussed various behaviors and the difficulties that may arise and how to effectively manage them.

Stress Management Workshop, March 2006

Elizabeth New Life Center- Dayton, OH

Presented information related to stress to a group of men and women of varying ages. Taught stress management techniques and how to best cope with specific stressful events in their life.

Grand Rounds Presentation, May 2006

Wright State University School of Professional Psychology- Dayton, OH

Title: An Introduction to General Themes of Chronic Illness as Encountered in General Practice: How to Address Psychological Well-Being in Adults and Children

TEACHING EXPERIENCE

Teaching Assistant, January 2005-March 2006

WSU SOPP- Dayton, OH

Assisted professor Steven Yerian by teaching a weekly Cognitive Assessment lab. Teach doctoral level students about administration and scoring procedures of the WISC-IV, WAIS-III, and other cognitive measures. Provided guidance and practice as needed. Constructed and score protocols for student evaluation.

Teaching Assistant, January 2005-March 2005

ASPP/AU- Washington, DC

Assisted professor Wendy Schiff, Ph.D. in instructing a doctoral level Child and Adolescent Psychopathology class. Led study sessions, met with group members to discuss presentations, graded exams, critiqued presentations and their accompanying handouts, and assisted students in being able to handle the more intense workload associated with the course acceleration.

Teaching Assistant, September 2004–December 2004

ASPP/AU- Washington, DC

Assisted professor Wendy Schiff, Ph.D. in instructing a doctoral level Issues in Pediatric Psychology class. Presented on issues relevant to pediatric psychology, assist with presentation and exam grading, conducted study sessions, and assist students with material and assignments. Demonstrated knowledge of various issues regarding Pediatric Psychology, chronic childhood illness, and related topics.

Teaching Assistant, January 2004–April 2004

ASPP/AU- Washington, DC

Assisted professor Wendy Schiff, Ph.D. in instructing a doctoral level Child and Adolescent Psychopathology class. Conduct study sessions, grade exams, critique presentations, and demonstrated knowledge of child and adolescent psychopathology in class. Assisted students individually who have difficulties.

ACADEMIC/RESEARCH ACTIVITIES

Clinical Research Project, Approved November 2005

Title: The Impact of Chronic Illness on Siblings: Implications for Intervention and a Proposed Treatment Plan

ASPP/AU- Washington, DC

Performed a thorough review of current literature on the impact of chronic illness on siblings. Incorporated the information into suggested intervention programs for the healthy siblings. Issues affecting the siblings provided the basis for interventions, which addressed gaps in current intervention research. Reviewed and critiqued various interventions and incorporated relevant aspects into the suggestions and future directions.

Integrative Paper, Approved June 2003

Title: The Neurological Effects of Anorexia Nervosa

ASPP/AU- Washington, DC

Conducted a thorough review of current research related to various brain structures and functions impacted by anorexia nervosa. Discussed both the strengths and weaknesses of available studies, indicated future research directions and prevention and intervention implications.

Research Assistant, August 2000–May 2001

Family Conflicts and Resolutions Lab at The Pennsylvania State University- University Park, PA

Participated in a research project that studied family conflict and interaction styles. Responsibilities included coding videotapes of child with parents, based on the *Systems for Coding Interactions and Family Functions Manual, a Coding System*, to determine the type and frequency of both positive and negative interactions. Training was required for this system to ensure inter-rater consistency. This aspect of the research was to be incorporated in a larger overall project related to families and their interactions.

Health Promotion Intervention Program, August 2000–December 2000

The Pennsylvania State University- University Park, PA

Created an intervention for smoking cessation among college students at Penn State. Distributed questionnaires and developed intended plan for cessation and compiled a health promotion proposal.

Research Project, January 2000–May 2000

The Pennsylvania State University- University Park, PA

Researched possible connection between testosterone levels and aggression. Collected saliva samples and developed questionnaires for a small male/female sample. Questionnaire assessed aggression, emotions, and behaviors. Saliva samples were later processed to measure the levels of testosterone, which were then statistically compared (using SPSS) to responses for corresponding questions. Research team then collaboratively wrote a report based on findings with directions for future research and implications.