

*Curriculum Vitae*

**Patrick A. LaCount, Ph.D.**

*Revised January 30, 2021*

**PERSONAL INFORMATION**

Practical Psychological Services, LLC  
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Website: <https://practicalpsychservices.com>

**EDUCATION**

- |      |           |  |
|------|-----------|--|
| 2020 | Post-Doc  | Seattle Children's Research Institute<br>PI: Margaret H. Sibley, Ph.D.   |
| 2019 | Residency | Duke University Medical Center<br>Predoctoral Internship/Residency, General-Child Track (APA accredited)<br>Mentor: John T. Mitchell, Ph.D.  |
| 2019 | Ph.D.     | University of Wyoming<br>Clinical Psychology (APA accredited)<br>Dissertation: <i>An Evaluation of the Acute Effects of Physical Exercise on Executive Functioning and Mood in College Students with ADHD</i><br>Mentor: Cynthia M. Hartung, Ph.D. |
| 2014 | M.S.      | University of Wyoming<br>Clinical Psychology (APA accredited)<br>Thesis: <i>Efficacy of an Organizational Intervention for College Students with Attention-Related Academic Difficulties</i><br>Mentor: Cynthia M. Hartung, Ph.D.                  |
| 2011 | B.S.      | Colorado State University<br>Psychology  |

**PROFESSIONAL LICENSURE**

State of Colorado, Clinical Psychologist Candidate (Permit: PSYC.00014579)

## **PROFESSIONAL POSITIONS**

- 2021-Present            Director, Psychologist Candidate  
Practical Psychological Services
- 2019-2020            Post-Doctoral Fellow  
Center for Child Health, Behavior, and Development  
Seattle Children's Research Institute  
PI: Margaret H. Sibley, Ph.D.
- 2018-2019            Pre-Doctoral Intern, General-Child Track  
Department of Psychiatry and Behavioral Sciences  
Duke University Medical Center  
Mentor: John T. Mitchell, Ph.D.
- 2015-2016            Graduate Research Assistant  
Wyoming Institute for Disabilities  
University of Wyoming  
Supervisor: Sandy Root-Elledge, M.A.
- 2012-2018            Graduate Research Assistant  
Department of Psychology  
University of Wyoming  
Mentor: Cynthia M. Hartung, Ph.D.

## **CLINICAL TRAINING**

- 2019-2021            Post-Doctoral Fellow  
*Seattle Children's Hospital*  
Program to Enhance Attention, Regulation, and Learning (PEARL)  
Supervisors: Erin Schoenfelder Gonzalez, Ph.D. and Margaret Sibley, Ph.D.
- 2018-2019            Pre-Doctoral Intern/Resident  
*Duke University Medical Center*  
ADHD Clinic, Psychosocial Treatment Clinic, Pediatric Neuropsychology  
Clinic, Family Studies Clinic  
Supervisors: John Mitchell, Ph.D., Naomi Davis, Ph.D., Julia Schechter,  
Ph.D., Christian Mauro, Ph.D., Melanie Bonner, Ph.D., and P. Susan  
Hazlett, Ph.D.
- 2012-2018            Graduate Clinician  
*University of Wyoming Psychology Clinic*  
Learning and Behavioral Assessment and Treatment Practicum, Mood and  
Anxiety Practicum, and Trauma and Bereavement Practicum  
Supervisors: Cynthia Hartung, Ph.D., Tara Clapp, M.S., C.A.S., Joshua  
Clapp, Ph.D., and Matt Gray, Ph.D.

- 2016-2017 Graduate Clinician  
*High Plains Psychological Services and Wyoming School District*  
Supervisor: Douglas Scambler, Ph.D.
- 2014 Graduate Clinician  
*University of Colorado, Children's Hospital Colorado, and JFK Partners*  
Leadership Education in Neurodevelopment & Related Disabilities (LEND)  
Supervisor: Audrey Blakeley-Smith, Ph.D.
- 2012 Lead Graduate Clinician  
*Florida International University and Center for Children and Families*  
Summer Treatment Program for Adolescents (STP-A)  
Supervisor: Margaret Sibley, Ph.D.
- 2011 Undergraduate Clinician  
*Florida International University and Center for Children and Families*  
Summer Treatment Program for Adolescents (STP-A)  
Supervisor: Margaret Sibley, Ph.D.

### **PROFESSIONAL SERVICE**

- 2017-Present Research Consultant  
"How to ADHD" YouTube Channel" ([www.youtube.com/howtoadhd](http://www.youtube.com/howtoadhd))  
Subscribers: >550,000
- 2020 Diversity Panel Coordinator  
ADHD Special Interest Group  
Association for Behavioral and Cognitive Therapies
- 2017 Research Panel Coordinator  
ADHD Special Interest Group  
Association for Behavioral and Cognitive Therapies
- 2016-2017 Graduate Student Representative  
Department of Psychology  
University of Wyoming
- 2014-2015 Graduate Student Representative  
University of Wyoming  
American Psychological Association of Graduate Students
- 2013-2014 Graduate Student Representative  
University of Wyoming  
Western Psychological Association

2013 Preconference Planning Committee Graduate Student Representative  
ADHD Special Interest Group  
Association for Behavioral and Cognitive Therapies

### **HONORS & AWARDS**

2020 National Institute of Mental Health  
Extramural Loan Repayment Program in Clinical Research

2018 Children and Adults with Attention-Deficit/Hyperactivity Disorder  
(CHADD) Young Scientist Research Award (\$1,000)

2012-2018 University of Wyoming, Department of Psychology  
Lillian Portenier Travel Award (\$400 per annum)

2017 University of Wyoming, Department of Psychology  
Lillian Portenier Dissertation Award (\$500)

2014 University of Wyoming, College of Arts and Sciences  
Paul Stock Foundation Scholarship (\$300)

2014 Wyoming Psychological Association  
Outstanding Student Research Award (\$100)

2014 University of Wyoming, College of Arts and Sciences  
Graduate Student Summer Scholarship (\$1,000)

2013 University of Wyoming, Department of Psychology  
Lillian Portenier Thesis Award (\$500)

2011 Colorado State University  
Outstanding Graduate Achievement Award

2007-2011 Colorado State University  
Key Academic Community

2007-2009 U.S. Department of Education  
Academic Competitiveness Grant (\$750 per annum)

2008 Colorado State University  
Psi Chi Honor Society

## **RESEARCH SUPPORT**

### Active

National Center for Complementary and Integrative Health  
R33AT010041-03

#### *Paying Attention to Physical Activity in ADHD*

This is a two-phase study to evaluate feasibility, acceptability, and effects of an enhanced parent behavior management training (BMT) and mobile Health technology intervention to promote physical activity (PA) for young children with ADHD. In the R21 phase (1R21AT010041-01 — Tandon/Schoenfelder, Co-PIs), we developed and piloted the intervention to evaluate effects on PA; in the R33 phase, we employ a randomized design to determine effects on PA, family and clinical outcomes compared to a standard BMT program for children with ADHD.

Role: Co-Investigator (PI: Tandon)

Amount: \$284,025 (\$183,716 Direct)

Project Dates: 05/15/20-04/30/23

### Completed

National Institute of Mental Health  
Extramural Loan Repayment Program in Clinical Research

#### *Research on Psychosocial Treatments for Attention-Deficit/Hyperactivity Disorder (ADHD)*

Role: Awardee

Funding Period: 07/01/20-01/30/21

National Institute of Mental Health  
R21MH116499

#### *Mechanisms of Skill Uptake and Maintenance in Psychosocial Treatment for Adolescent ADHD*

The goal of this project is to conduct detailed coding of therapy audio tapes to detect parent, adolescent, and therapist speech codes that predict practice of therapy skills at home between sessions, as well as long-term maintenance of effects after treatment termination.

Role: Post-Doctoral Fellow (PI: Sibley)

Amount: \$201,727 Total (\$159,610 Direct)

Project Dates: 06/01/18-05/31/20

National Center for Complementary and Integrative Health  
R21AT010041-01

#### *Paying Attention to Physical Activity in ADHD*

This is a phased innovation award with the overall aim of increasing physical activity in children with ADHD via a novel family-based intervention that promotes physical activity within the context of evidence-based behavioral management training (BMT) for parents, enhanced with mHealth strategies.

Role: Post-Doctoral Fellow (Co-PIs: Tandon/Schoenfelder)

Amount: \$240,830 Total (\$160,553 Direct)

Project Dates: 05/17/18-04/30/20

National Institute of General Medical Sciences  
P20GM103432

*Effects of Physical Exercise and Stimulant Medication on Executive Functioning in College Students with and without ADHD*

The goal of this study was to finalize pilot data collection for an R34 application to investigate the chronic effects of high-intensity interval training (HIIT) for college students with ADHD.

Role: Co-Investigator (PI: Hartung) for sub-project of Institutional Development Award (IDeA; PI: Seville)

Amount: \$59,802 Total Direct

Project Dates: 10/01/18-05/17/19

National Institute of General Medical Sciences  
P20GM103432

*Acute Effects of Physical Exercise for College Students with and without ADHD*

The goals of this study were to assess the acute effects of high-intensity interval training (HIIT) on executive functioning and mood in college students with and without ADHD.

Role: Co-Principal Investigator (Co-PI: Hartung) for sub-project of NIGMS Institutional Development Award (IDeA; PI: Seville)

Amount: \$25,431 Total Direct

Project Dates: 08/30/17-05/16/18

Ksir Research Fellowship

*Efficacy of Physical Exercise for College Students with ADHD*

The goal of this study was to test and refine a high-intensity interval training (HIIT) protocol to use in future research on the acute effects of high-intensity aerobic exercise on cognitive and psychological functioning of college students with ADHD.

Role: Principal Investigator

Amount: \$3,500 Total Direct

Project Dates: 05/18/17-08/20/17

## **SCIENTIFIC ARTICLES**

1. **LaCount, P.A.**, Hartung, C.M., Shelton, C.R., Clapp, J.D., & Clapp, T.K. (2015). Preliminary evaluation of a combined group and individual treatment for college students with attention-deficit-hyperactivity disorder. *Cognitive and Behavioral Practice*, 22(2), 152-160. <https://doi.org/10.1016/j.cbpra.2014.07.004>
2. **LaCount, P.A.**, Hartung, C.M., Shelton, C.R., & Stevens, A.E. (2018). Efficacy of an organizational skills intervention for college students with ADHD symptomatology and academic difficulties. *Journal of Attention Disorders*, 22(4), 356-367. <https://doi.org/10.1177/1087054715594423>
3. **LaCount, P.A.**, & Hartung, C.M. (2018). Physical exercise interventions for emerging adults with attention-deficit/hyperactivity disorder (ADHD). *The ADHD Report*, 26(5), 1-11. <https://doi.org/10.1521/adhd.2018.26.5.1>

4. Hartung, C.M., Lefler, E.K., Canu, W.H., Stevens, A.E., Jaconis, M., **LaCount, P.A.**, Shelton, C.R., Leopold, D.R., & Willcutt, E.G. (2019). DSM-5 and other symptom thresholds for ADHD: Which is the best predictor of impairment in college students? *Journal of Attention Disorders*, 23(13), 1637-1646. <https://doi.org/10.1177/1087054716629216>
5. **LaCount, P.A.**, Hartung, C.M., & Canu, W.H., & Knouse, L.E. (2019). Interventions for adolescents with ADHD transitioning to emerging adulthood: Developmental context and empirically-supported treatment principles. *Evidence-Based Practice in Child & Adolescent Mental Health*, 4(2), 170-186. <https://doi.org/10.1080/23794925.2018.1518120>
6. Stevens, A.E., Hartung, C.M., Shelton, C.R., **LaCount, P.A.**, & Heaney, A. (2019). The effects of a brief organization, time management, and planning intervention for at-risk college freshmen. *Evidence-Based Practice in Child & Adolescent Mental Health*, 4(2), 202-218. <https://doi.org/10.1080/23794925.2018.1551093>
7. Sibley, M.H., Coxe, S.J., Page, T.P., Pelham, W.E., Yeguez, C.E., **LaCount, P.A.**, & Barney, S. (in press). Four-year follow-up of high versus low intensity summer treatment for adolescents with ADHD. *Journal of Clinical Child and Adolescent Psychology*. <https://doi.org/10.1080/15374416.2020.1833734>
8. Canu, W.H., Stevens, A.E., Ranson, L., Lefler, E.K., **LaCount, P.A.**, Serrano, J.W., Willcutt, E.G., & Hartung, C.M. (in press). College readiness: Differences between first-year undergraduates with and without ADHD. *Journal of Learning Disabilities*. <https://doi.org/10.1177/0022219420972693>

#### Under Review

Ola, C., Schoenfelder Gonzalez, E., Trần, N., Sasser, T., Kuhn, M., **LaCount, P.A.**, Stein, M.A., Mendoza, J.A., Tandon, P.S. (under review). Feasibility and acceptability of the Lifestyle Enhancement for ADHD Program (LEAP) an ADHD parenting intervention with a focus on health behaviors. *Paper submitted for publication*.

**LaCount, P.A.**, Morrow, A.S., Shelton, C.R., Sibley, M.H., & Arnold, L.E. (under review). Systematic review: Complementary and alternative treatments (CATs) for children and adolescents with attention-deficit/hyperactivity disorder (ADHD). *Paper submitted for publication*.

#### In Preparation

**LaCount, P.A.**, Hartung, C.M., Vasko, J.M., Wright, H.A.\*, Serrano, J.W., & Smith, D.T. (in preparation). The acute effects of high-intensity interval training (HIIT) on cognitive and psychological functioning in college students with and without attention-deficit/hyperactivity disorder (ADHD). *Preparing paper for publication*.

**LaCount, P.A.**, Barney S., Molina, N., Delgado, A. & Sibley M.H. (in preparation). Parent and teen perceptions of effective elements from a motivational interviewing-enhanced behavior therapy for attention-deficit/hyperactivity disorder (ADHD). *Preparing paper for publication.*

Serrano, J.W., **LaCount, P.A.**, & Hartung, C.M. (in preparation). Healthy lifestyle behaviors among college students with and without ADHD. *Preparing paper for publication.*

## **BOOK CHAPTERS**

1. Sibley, M.H. & **LaCount, P.A.** (2021). Enhancing engagement and motivation with adolescents and parents: The Supporting Teens' Autonomy Daily (STAND) Model. In Allen, Hawes, and Essau (Eds.), *Family-based intervention for child and adolescent mental health: A core competencies approach* (pp. 136-151). Cambridge University Press. <https://doi.org/10.1017/9781108682053>

## **CONFERENCE TALKS**

1. **LaCount, P.A.**, Hartung, C.M., & Shelton, C.R. (2014, November). Efficacy of an organizational intervention for college students with attention-related academic difficulties. In L.E. Knouse (Chair), *Tailoring assessment and intervention for ADHD in higher education through translational and clinical science*. Symposium presented at the 48<sup>th</sup> meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
2. Hartung, C.M., Stevens, A.E., Shelton, C.R., **LaCount, P.A.**, & Heaney, A. (2015, November). Organizational, time management and planning (OTMP) training in college students at risk for academic failure: Is OTMP effective in students with and without ADHD symptoms? In C.M. Hartung (Chair), *Psychosocial treatment of adolescents and adults with ADHD*. Symposium presented at the 49<sup>th</sup> meeting of the Association for Behavioral and Cognitive Therapies, Chicago, IL.
3. Hartung, C.M., **LaCount, P.A.**, Shelton, C.R., Stevens, A.E., & Merrow, B.L. (2016, May). *Cognitive-behavioral therapy for adults with ADHD*. Continuing education workshop presented at the Spring meeting of the Wyoming Psychological Association, Casper, WY.
4. Hartung, C.M. & **LaCount, P.A.** (2018, August). *Treatment of ADHD in college students: Acute effects of high-intensity cycling*. Invited address at the Second Annual Specialized Foundation Stanford Research Summit, Palo Alto, CA.
5. Hartung, C.M., Canu, W.H., Serrano, J.W., **LaCount, P.A.**, Stevens, A.E., Clapp, T.K., & Shelton, C.R. (2018, November). Improving organization, time management, and study skills in college students with ADHD: Use of technology in group therapy & future online treatment administration. In A.M. Chronis-Tuscano and M.C. Meinzer (Chairs), *Innovations in the treatment of ADHD in college students*. Symposium presented at the 52<sup>nd</sup> meeting of the Association for Cognitive and Behavioral Therapies, Washington, DC.



6. **LaCount, P.A.**, Wright, H.A.\*, Berchenbriter, J.\*, Gruntmeir, S.\*, Hinojosa, J.\*, Serrano, J.W., Stevens, A.E., Smith, D.T., & Hartung, C.M. (2018, November). The Acute Therapeutic Effects of High-Intensity Interval Training (HIIT) for College Students with ADHD. In **P.A. LaCount** and C.M. Hartung (Chairs), *Healthy lifestyle interventions for ADHD across the lifespan*. Symposium presented at the 52<sup>nd</sup> meeting of the Association for Cognitive and Behavioral Therapies: Attention-Deficit/Hyperactivity Disorder Special Interest Group, Washington, DC.

### **INVITED TALKS & GUEST LECTURES**

1. **LaCount, P.A.** (2011, November). *Bullying on social media*. Guest lecture, Teaching with Technology. School of Teacher Education, University of Wyoming.
2. **LaCount, P.A.** (2013, October). *Psychological disorders*. Guest lecture, Introduction to Psychology. Department of Psychology, University of Wyoming.
3. **LaCount, P.A.** (2012, November). *Cyberbullying*. Guest lecture, Teaching with Technology. School of Teacher Education, University of Wyoming.
4. **LaCount, P.A.** (2012, November). *Disruptive behavior disorders*. Guest lecture, Developmental Psychopathology. Department of Psychology, University of Wyoming.
5. **LaCount, P.A.** (2015, March). *Organization, time management, and planning*. Guest lecture, Academic Career Success. Fall Bridge (formerly Synergy) Program, University of Wyoming.
6. **LaCount, P.A.** (2016, November). *ADHD across the lifespan*. Invited talk, Psychiatric Topics in Pediatrics, Adolescents, and Families. Fay W. Whitney School of Nursing, University of Wyoming.
7. **LaCount, P.A.** (2017, March). *Evidence-based assessments and treatments for ADHD across the lifespan*. Invited talk, Psychiatric Topics in Pediatrics, Adolescents, and Families. Fay W. Whitney School of Nursing, University of Wyoming.
8. **LaCount, P.A.** (2018, April). *Psychosocial treatments for children and adolescents with ADHD*. Invited talk, Pediatric Mental Health Day. Fay W. Whitney School of Nursing, University of Wyoming.
9. **LaCount, P.A.** (2020, February). *Move forward: How exercise optimizes the ADHD brain*. Webinar presented for ADDitude Magazine, New York, NY.  
<https://www.additudemag.com/webinar/exercise-and-adhd/>

### **POSTER PRESENTATIONS**

1. Hartung, C.M., Lefler, E.K., **LaCount, P.A.**, Mancil, E. & Canu, W.H. (2012, November). *ADHD treatment for emerging adults*. Poster presented at the 46<sup>th</sup> meeting of the Association for Behavioral and Cognitive Therapies, Washington, DC.

2. Hartung, C.M., Jaconis, M., Canu, W.H., Lefler, E.K., **LaCount, P.A.**, & Richardson, K.\* (2013, November). *Measurement of ADHD-related impairment in emerging adults*. Poster presented at the 16<sup>th</sup> meeting of the International Society for Research in Child and Adolescent Psychopathology, Leuven, Belgium.
3. **LaCount, P.A.**, Hartung, C.M., Canu, W.H., Jaconis, M., Stevens, A.E., & Richardson, K.\* (2013, November). *Comparison of the predictive validity of DSM-IV and Proposed DSM-5 symptom cutoffs for ADHD in emerging adults*. Poster presented at the 47<sup>th</sup> meeting of the Association for Behavioral and Cognitive Therapies, Nashville, TN.
4. **LaCount, P.A.**, Shelton, C.R., Clapp, T.K., & Hartung, C.M. (2013, November). *Grade-wide implementation of the Challenging Horizons Program in a middle-school*. Poster presented at the 47<sup>th</sup> meeting of the Association for Behavioral and Cognitive Therapies, Nashville, TN.
5. Richardson, K.\* , **LaCount, P.A.**, Hartung, C.M., Canu, W.H., Jaconis, M., & Stevens, A.E. (2014, April). *Exploring the predictive validity of the new DSM-5 symptom cutoffs for risky behaviors in emerging adults with ADHD*. Poster presented at the 84<sup>th</sup> meeting of the Rocky Mountain Psychological Association, Salt Lake City, UT.
6. **LaCount, P.A.**, Shelton, C.R., Stevens, A.E., & Hartung, C.M. (2014, October). *Treatment of college students with elevated ADHD symptomatology: Efficacy of an organization, time management, and planning skills intervention*. Poster presented at the Fall meeting of the Wyoming Psychological Association, Jackson, WY.
7. Shelton, C.R., Addison, W., Hartung, C.M., **LaCount, P.A.**, & Stevens, A.E. (2015, July). *Self-regulated learning strategies in college students with ADHD symptoms*. Poster presented at the 17<sup>th</sup> biennial scientific meeting of the International Society for Research in Child and Adolescent Psychopathology, Portland, OR.
8. Stevens, A.E., **LaCount, P.A.**, Ranson, L., Hartung, C.M., Canu, W.H., Lefler, E., & Shelton, C.R. (2015, July). *College readiness: Differences between students with and without ADHD*. Poster presented at the 17<sup>th</sup> biennial scientific meeting of the International Society for Research in Child and Adolescent Psychopathology, Portland, OR.
9. Stevens, A.E., Canu, W.H., Hartung, C.M., **LaCount, P.A.**, Shelton, C.R., & Lefler, E.K. (2015, November). *Negative parenting in childhood differentially affects the adjustment of college students with and without ADHD*. Poster presented at the 49<sup>th</sup> meeting of the Association for Behavioral and Cognitive Therapies, Chicago, IL.
10. Kanter, H.A.\* , **LaCount, P.A.**, Hartung, C.M., Canu, W.H., Lefler, E. K., Stevens, A.E., & Shelton, C.R. (2016, April). *Self-handicapping and ADHD in emerging adulthood*. Poster presented at the 86<sup>th</sup> meeting of the Rocky Mountain Psychological Association, Denver, CO.
11. Garner, A.M.\* , Peters, M.G.\* , **LaCount, P.A.**, Kanter, H. A.\* , Shelton, C.R., Stevens, A.E., Leopold, D.R., Ranson, L., Canu, W.H., Lefler, E.K., Willcutt, E.G., & Hartung, C.M. (2016, October). *ADHD and college readiness: Mediation effects of executive functioning*

*deficits*. Poster presented at the 50<sup>th</sup> meeting of the Association for Behavioral and Cognitive Therapies, New York City, NY.

12. Stevens, A.E., Shelton, C.R., **LaCount, P.A.**, Canu, W.H., Lefler, E.K., Willcutt, E.G., Leopold, D.R., & Hartung, C.M. (2016, September). *Academic Achievement and ADHD in emerging adult college students: Executive functioning and college readiness*. Poster presented at the 12<sup>th</sup> meeting of the National Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
13. Stevens, A.E., Shelton, C.R., Serrano, J.W., Peters, M.G.\*, Garner, A.M. \*, Walbridge, F. C.\*, **LaCount, P.A.**, & Hartung, C.M. (2017, November). *Increasing college adjustment in at-risk freshmen: A brief cognitive-behavioral intervention*. Poster presented at the 51<sup>st</sup> meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
14. Serrano, J.W., **LaCount, P.A.**, Hartung, C.M., Shelton, C.R., Stevens, A.E., Canu, W.H., Lefler, E.K., Leopold, D.R. & Willcutt, E.G. (2017, November). *Sleep and exercise among college students with ADHD*. Poster presented at the 51<sup>st</sup> meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
15. Wright, H.A.\*, **LaCount, P.A.**, Berchenbriter, J.\*, Gruntmeir, S.\*, Serrano, J.W., Stevens, A.E., Smith, D.T., & Hartung, C.M. (2018, April). *Cardiovascular health of college students with and without attention-deficit/hyperactivity disorder (ADHD)*. Poster presented at University of Wyoming's College of Health Sciences Grand Rounds and 24<sup>th</sup> Annual Research Day, Laramie, WY.
16. **LaCount, P.A.**, Wright, H.A.\*, Berchenbriter, J.\*, Gruntmeir, S.\*, Serrano, J.W., Stevens, A.E., Smith, D.T., & Hartung, C.M. (2018, April). *Acute efficacy trial of high-intensity aerobic exercise for college students with attention-deficit/hyperactivity disorder (ADHD)*. Poster presented at University of Wyoming's College of Health Sciences Grand Rounds and 24<sup>th</sup> Annual Research Day, Laramie, WY.
17. **LaCount, P.A.**, Wright, H.A.\*, Berchenbriter, J.\*, Gruntmeir, S.\*, Serrano, J.W., Stevens, A.E., Smith, D.T., & Hartung, C.M. (2018, April). *The acute efficacy of high-intensity interval training (HIIT) for college students with and without attention-deficit/hyperactivity disorder (ADHD)*. Poster presented at IDEA Networks for Biomedical Research Excellence (INBRE) Poster Session, Laramie, WY.
18. Wright, H.A.\*, **LaCount, P.A.**, Berchenbriter, J.\*, Gruntmeir, S.\*, Serrano, J.W., Stevens, A.E., Smith, D.T., & Hartung, C.M. (2018, April). *Differences in blood pressure and heart rate among college students with and without attention-deficit/hyperactivity disorder (ADHD)*. Poster presented at the 8<sup>th</sup> Annual Wyoming Undergraduate Research Day, Laramie, WY.
19. Serrano, J.W., Stevens, A.E., **LaCount, P.A.**, Shelton, C.R., Canu, W.H., Lefler, E.K., Willcutt, E.G., & Hartung, C.M. (2018, November). *Healthy lifestyle behaviors of college students with ADHD: Physical activity, sleep functioning, eating habits, and alcohol use*. Poster presented at the 52<sup>nd</sup> meeting of the Association for Cognitive and Behavioral Therapies, Washington, DC.

20. Ortiz, M.\*, Saavedra-Ponce, T.\*, **LaCount, P.A.**, DePencier Piñero, R.\*, & Sibley, M.H. (2020, March). *Predictors of maladaptive parental academic involvement in adolescents with ADHD*. Poster presented at the 18<sup>th</sup> biennial meeting of the Society for Research on Adolescence, San Diego, CA.
21. **LaCount, P.A.**, Molina, N.\*, Barney, S., & Sibley, M.H. (2020, May). *Qualitative analysis of yet-to-be studied mechanisms of therapeutic change and long-term ADHD symptom trajectory*. Poster presented virtually at the 17<sup>th</sup> annual Seattle Children's Fellow and Resident Research Day.
22. **LaCount, P.A.**, Kuhn, M., Trần, N.\*, Hsu, A.\*, Tandon, P.S., Sasser, T., Stein, M.A., Mendoza, J.A., & Schoenfelder Gonzalez, E. (2020, October). *Lifestyle enhancement for ADHD program (LEAP): Health-focused parent training intervention effects on physical activity and screen time behaviors among children with ADHD*. Poster presented virtually at the 67<sup>th</sup> meeting of the American Academy of Child and Adolescent Psychiatry.
23. Ola, C., Trần, N.\*, Wholly, D.\*, Tandon, P.S., Sasser, T., Kuhn, M., **LaCount, P.A.**, Mendoza, J., Stein, M.A., & Schoenfelder Gonzalez, E. (2020, October). *Using a Facebook group to promote parent engagement in the Lifestyle Enhancement for Attention-Deficit/Hyperactivity Disorder Program (LEAP)*. Poster presented virtually at the 4<sup>th</sup> meeting of the Eunethydis International Conference on ADHD.
24. Serrano, J.W., Hendricks, Z.O., Vasko, J.M., **LaCount, P.A.**, & Hartung, C.M. (2020, November). *The effects of high-intensity interval training (HIIT) on mood in college students with and without ADHD*. Poster presented virtually at the 53<sup>rd</sup> meeting of the Association for Cognitive and Behavioral Therapies.
25. Kuhn, M., Trần, N.\*, Tandon, P.S., **LaCount, P.A.**, Sasser, T., Stein, M.A., Mendoza, J., & Schoenfelder Gonzalez, E. (2020, November). *Piloting the Lifestyle Enhancement for ADHD Program (LEAP): Effectiveness of behavioral parent training enhanced to target physical activity, sleep, and screen time*. Poster presented virtually at the 53<sup>rd</sup> meeting of the Association for Cognitive and Behavioral Therapies.
26. Trần, N.\*, Kuhn, M., Stein, M.A., Mendoza, J., Sasser, T., **LaCount, P.A.**, Tandon, P.S., Ola, C., & Schoenfelder Gonzalez, E. (2020, November). *Incorporating health behaviors and mindfulness into behavioral parent training for ADHD*. Poster presented virtually at the 53<sup>rd</sup> meeting of the Association for Cognitive and Behavioral Therapies.
27. Trần, N.\*, Wholly, D.\*, Kuhn, M., Tandon, P., Stein, M., Sasser, T., Mendoza, J., **LaCount, P.A.**, & Schoenfelder Gonzalez, E. (2021, January) *Assessing the Transition to Remote Videoconference Group Parent Training Interventions for Adhd during the COVID-19 Pandemic*. Poster presented virtually at the American Professional Society of ADHD and Related Disorders.

\*denotes undergraduate mentee

## **JOURNAL AD-HOC REVIEW SERVICE**

*Behavior Therapist*

*BMJ Open*

*Journal of Abnormal Psychology*

*Journal of Attention Disorders*

*Journal of Child and Family Studies*

*Journal of Consulting and Clinical Psychology*

*Journal of Clinical Child and Adolescent Psychology*

*Journal of Psychiatric and Mental Health Nursing*

*Psychiatry Research*

*School Mental Health*

## **TEACHING, SUPERVISION, & RESEARCH MENTORSHIP**

### Teaching

2015	Instructor PSYC2340: Abnormal Psychology <i>University of Wyoming</i> Students: 51 undergraduate students Overall student evaluation rating: 4.4/5.0
2014	Graduate Teaching Assistant PSYC2340: Abnormal Psychology <i>University of Wyoming</i> Students: 104 undergraduate students
2014	Graduate Teaching Assistant PSYC2000: Research Methods <i>University of Wyoming</i> Students: 30 undergraduate students
2013	Graduate Teaching Assistant PSYC1000: Introduction to Psychology <i>University of Wyoming</i> Students: 176 undergraduate students
2013	Graduate Teaching Assistant PSYC2300: Developmental Psychology <i>University of Wyoming</i> Students: 124 undergraduate students

2012 Graduate Teaching Assistant  
PSYC4310: Developmental Psychopathology  
*University of Wyoming*  
Students: 82 undergraduate students

### Clinical Supervision

2018-2019 Pre-Doctoral Intern  
*Duke University Medical Center*  
Psychiatry and Behavioral Sciences Department Practicum  
Supervisees: 1 graduate student and 1 resident  
Licensed Supervisor: Christian Mauro, Ph.D.

2015-2016 Graduate Peer Supervisor  
*University of Wyoming Psychology Clinic*  
Peer Clinical Supervision Practicum  
Supervisee: 1 graduate student  
Licensed Supervisor: Christine McKibbin, Ph.D.

2012 Lead Graduate Clinician  
*Florida International University and Center for Children and Families*  
Summer Treatment Program for Adolescents with ADHD (STP-A)  
Supervisees: 3 undergraduate students  
Licensed Supervisor: Margaret Sibley, Ph.D.

### Formal Research Mentorship

2016-2018 OWN IT! Women in STEM Research Award Sponsor and Mentor  
Halle Wright, B.S., University of Wyoming  
*Cardiovascular Health Characteristics of Individuals with ADHD*

2016-2017 Honors Thesis Mentor  
Sydney Gruntmeir, B.S., University of Wyoming  
*Exercise as a Potential Treatment Option for those with ADHD*

### **PROFESSIONAL TRAININGS AND WORKSHOPS COMPLETED**

2019 Implementation Science Workshop  
*University of Washington*

2017 Motivational Interviewing Workshop  
*University of Wyoming*

2015 Science Communication Seminar  
*National Science Foundation and Wyoming Established Program to Stimulate Competitive Research (Wyoming EPSCoR)*

2014                      Teaching Psychology Seminar  
*University of Wyoming*

2013                      DSM-5 Workshop  
*University of Wyoming*

**PROFESSIONAL ASSOCIATION MEMBERSHIP**

2012-Present            Member  
*Association for Behavioral and Cognitive Therapies*

2012-Present            Member  
*American Psychological Association*