

Kelly H. Werner

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EDUCATION

Stanford University

Postdoctoral Fellow/Research Scientist (September 2006 to September 2011)

Project: Brain-behavior correlates pre and post CBT, MBSR, Exercise and ACT interventions for social anxiety

Department of Veterans Affairs Northern California Health Care System, Martinez and Oakland, CA

Predoctoral Clinical Psychology Internship (2005-2006)

Neuropsychology, Behavioral Medicine & Outpatient Services

University of California at Berkeley:

Ph.D., Psychology (December 2006)

Dissertation: "Emotional and empathic processing in dementia and its neural correlates"

M.A., Psychology (December 2003)

Masters Thesis: "Empathy and Frontotemporal lobar dementia"

B.A., Human Bio-dynamics (May 1994)

Honors Thesis: "Excess post-exercise oxygen consumption"

CLINICAL EXPERIENCE

San Francisco Acceptance and Commitment Therapy (Fall 2010 to present)

Co-founder the San Francisco Acceptance and Commitment Therapy [<http://sf-act.com/>]. The aim of the center is to help clients live a vital thriving meaningful life while effectively handling the inevitable difficult thoughts, emotions and physical sensations that life brings. The center provides individual, couple and group therapy for adults with psychopathology and life training for the general public. Through individual and group therapy, courses, workshops, day-long meditation retreats, and lectures, Drs. Kelly Werner and Wiveka Ramel foster more vital, thriving and engaged lives for all clients who come to their center.

San Francisco Private Practice (February 2008 – present): California Licensed Clinical Psychologist: #PSY21858

My clinical work focuses on Acceptance and Commitment Therapy (ACT), Mindfulness, Non-dual Awareness practices and Cognitive-Behavioral Therapy (CBT) for adults with anxiety (SAD, GAD, agoraphobia, & panic disorder), depression, and insomnia. I received CBT training from Jacqueline Persons, PhD and specific training in CBT protocol for SAD from Richard Heimberg, PhD. For my ACT training I've met weekly with Robyn Walser at the Menlo Park Veterans Administration for the past three years and I've attended numerous ACT conferences and trainings, read many ACT books and in the past four years. My avid meditation practice informs my mindfulness work with clients. My Non-dual awareness training has been inspired by spiritual teachers such as Adyashanti.

Postdoctoral Fellowship: Stanford University (September 2006-September 2011)

Stanford Psychology Department

Supervisor: Richard Heimberg, Ph.D.

I received training from Richard Heimberg trained me in his Individual Cognitive Behavioral Therapy for Social Anxiety Disorder. Currently I conduct I-CBT with persons with SAD.

Clinical Psychology Intern: Veterans Administration (September 2005-August 2006)

Northern California VA Healthcare System, Martinez, CA / Department of Psychiatry, University of California, Davis, Sacramento, CA (APA-Approved Predoctoral Internship in Clinical Psychology). During internship I focused on psychodynamic

therapy, cognitive behavioral therapy in outpatient services. In primary care and behavioral medicine I conducted intake assessments, brief therapy and I ran groups such as anger management, substance abuse, smoking cessation and a women's trauma group. I also gained extensive experience in neuropsychological testing for TBIs and dementia cases.

Clinical Intern: Psychology Clinic: UC Berkeley Graduate School (April 1999-2006)

During graduate school I worked in the adult psychodynamic therapy clinic and the couples therapy clinic. I also worked with children and adolescents, conducted child psychodiagnostic assessment, conducted community outreach through the 'Get the Word Out Committee', interviewed dementia patients about emotional functioning on a 5 year study, coordinated the dementia couples therapy clinic and worked in the long term therapy specialty clinic. During these years I gained particular expertise at worked with adult individual clients with psychodynamic therapy and working with dementia patients and their spouses about how to cope with significant life changes in ruptures to cognitive and emotional functioning.

PROFESSIONAL SOCIETY MEMBERSHIPS

Bay Area Association for Contextual Behavioral Science Chapter: I am the co-founder and Vice President of this Bay Area Chapter for ACT therapists and professionals

Association for Behavioral and Cognitive Therapy (ABCT)

Association for Contextual Behavioral Science (ACBS: Acceptance and Commitment Therapy)

TEACHING EXPERIENCE

Instructor

Psychology 1 "Introduction to Psychology", University of California, Berkeley (Summer 2005)

I taught an introductory course surveying the field of psychology to 60 undergraduate students of all majors and course levels five days a week for six weeks. I surveyed the theories, findings and research methods of social, personality, developmental, biological, cognitive, emotional, neuroscience, motivational and abnormal psychology. Additionally I taught research methods and the history of psychology. The course was designed to give students basic knowledge in psychological theory as well as critical thinking skills to apply to new psychological phenomenon. I wrote all lectures and tests, held office hours, assigned grades, and fielded all student e-mails regarding the course.

Psychology 2 "Introduction to Psychology for Non-majors", University of California, Berkeley (Spring 2005)

Supervisor: John Khilstrom, Ph.D.

I taught an introductory course surveying the field of psychology to 187 undergraduate students of all majors and course levels three times a week for sixteen weeks. This course was similar in content to the Psychology 1 course, yet it incorporated slightly more neuroscience and abnormal psychology material as the class was particularly interested in those topics. The course was designed to give students a framework for thinking about the field of psychology, a general knowledge base of psychology research, and critical thinking skills for students to use when presented with psychological phenomenon in their everyday lives. I wrote all lectures and tests, held office hours, assigned grades, and fielded all student e-mails regarding the course.

Acceptance and Commitment Therapy Course (April 2010 to present)

I teach an Acceptance and Commitment Therapy (ACT) course and guest lectures for masters and doctoral level graduate students in clinical training. This course teaches students the basics of ACT which is to accept what is out of one's personal control (thoughts, emotions, memories, and sensations), while taking ongoing action in line with one's values. Rather than focusing on changing psychological events directly, ACT seeks to change the function of those events and the individual's relationship to them through strategies such as mindfulness, acceptance, or cognitive diffusion. This course introduces clinical trainees the 6 core processes of ACT (mindfulness, acceptance, cognitive diffusion, self-as-context, values and committed action). Students are led through exercises that help them to gain an experiential understanding of the core processes. To make experiential contact with previously avoided private events without excessive verbal involvement and control — and to make powerful life enhancing choices. They then practice delivering the exercises, metaphors and mindfulness practices in small groups and in dyads. Completers of this course will have a basic understanding of the entire therapy and practical tools to use with their first clients.

RESEARCH EXPERIENCE

Postdoctoral Fellow/Research Scientist, Gross' Psychophysiology Lab, Stanford University (Fall 2006 to Fall 2011)

Supervisor: James Gross, Ph.D.

Currently, I am the project manager of a basic science and clinical intervention translational research project investigating brain-behavioral mechanisms that characterize social anxiety disorder and mediate and predict psychotherapy treatment outcome. Specifically, this project is investigating how individual cognitive behavioral therapy (CBT), mindfulness based stress reduction (MBSR) and acceptance and commitment therapy (ACT) for social anxiety impacts neural systems implicated in emotional reactivity and emotion regulation. In managing this study, I am doing individual CBT for patients with social anxiety disorder, running group ACT for social anxiety disorder, tailoring the ACT protocol for patients, assisting with study design, overseeing participant recruitment and assessment sessions, conducting clinical diagnostic interviewing, overseeing research assistants and psychology practicum students, preparing the therapists and tracking I-CBT for social anxiety disorder therapy treatment adherence, collecting data from participants, conducting MRI scanning sessions, analyzing data, writing up data for peer reviewed journals and presenting at conferences.

Dissertation Project: "Emotional and empathic processing in dementia and its neural correlates"

Committee: Robert Levenson, Ph.D., Bruce Miller M.D., Allison Harvey, Ph.D., Jodi Halpern, M.D., Ph.D.

This study looked at the sad and happy emotional reactivity and emotional understanding of three dementia patient groups (17 frontotemporal dementia, 8 semantic dementia, and 15 Alzheimer's patients) in comparison to 18 control participants. Participants were shown happy and sad emotional film clips while their emotional reactivity was assessed via self-report, facial behavior and autonomic arousal. To account for possible cognitive confounds, participants' mental status, age, memory of film and knowledge of emotional words, were controlled for to assure that any effects found were related to emotional deficits rather than cognitive deficits. Specifically, participants' emotional reactivity (self-reported emotion, facial displays of target emotion, and autonomic arousal to the happy and sad film clips) and cognitive empathy (identification of the primary emotion of the main character) were compared between FTD, SD, AD patients and controls. I found that there were no group differences in emotional reactivity for either the happy and sad films while controlling for the cognitive variables. With respect to cognitive empathy, all groups were equally adept at recognizing when the main character was happy, yet the three patient groups were similarly impaired at identifying when the main character was feeling sadness. Additionally, performance on our emotional tasks was related to neuronal volumes in eight brain regions (right & left frontal, temporal, parietal & occipital lobes). Results indicate that less neuronal volume in the right frontal lobe is related to less target facial displays of emotion to both the happy and sad film clips. Furthermore, less volume in the right temporal lobe is related to impaired performance on the cognitive empathy task for the sad film while no brain regions predicted performance on the happy cognitive empathy task. In summary, happy and sad emotional responding appears to remain intact in these neurodegenerative patients, and decreased right frontal volumes predicted less expressivity. Furthermore, patients appear to be impaired at cognitive empathy for sadness, and this deficit is related to neuronal loss in right temporal lobe.

PUBLICATIONS AND MANUSCRIPTS

Goldin, P., Ziv, M., Jazarieri, H., Werner, K., Kraemer, H., Heimberg, R., & Gross, J. (submitted). Cognitive reappraisal self-efficacy mediates the effects of individual cognitive-behavioral therapy for social anxiety disorder.

Jazarieri, H. Goldin, P., Ziv, M., Werner, K., Heimberg, R., & Gross, J. (in press). The effects of MBSR verses exercise in Social Anxiety Disorder. *Journal of Clinical Psychology*.

Boden, M., John, O., Goldin, P., Werner, K., Heimberg, R., & Gross, J. (in press). The causal role of maladaptive beliefs in cognitive behavioral therapy: Evidence from social anxiety disorder. *Behaviour Research & Therapy*.

Werner, K., Jazaieri, H., Goldin, P., Ziv, M., Heimberg, R., & Gross, J. (in press). Self-compassion and social anxiety disorder. *Anxiety, Stress & Coping*.

Werner, K., Goldin, P., Ball, T., Heimberg, R., & Gross, J. (2011) Assessing emotion regulation in social anxiety disorder: The emotion regulation interview. *Journal of Psychopathology and Behavioral Assessment*, 33, 346-354.

Kuo, J., Goldin, P., Werner, K., Heimberg, R., & Gross, J. (2011) Childhood trauma and current psychological functioning in adults with social anxiety disorder. *Journal of Anxiety Disorders*, 25, 467-473.

- Goldin, P., Ball, T., Werner, K., Heimberg, R., & Gross, J. (2009) Neural mechanisms of cognitive reappraisal of negative self-beliefs in social anxiety disorder. *Biological Psychiatry*. 66(12):1901-1099.
- Werner, K.W. & Gross, J.J. (2009) Emotion regulation and psychopathology: A conceptual framework. In Kring, A. & Sloan, D. (Eds.), *Emotion Regulation and Psychopathology*. The Guilford Press, New York.
- Liu, A., Werner, K., Roy, S., Trojanowski, J., Morgan-Kane, U., Miller, B. & Rankin, K. (2009) A case study of an emerging visual artist with frontotemporal lobar degeneration and amyotrophic lateral sclerosis. *Neurocase*. 15(3): 235-247.
- Werner, K. W., Roberts, N.A., Rosen, H.J., Dean, D.L., Kramer, J.H., Weiner, M.W., Miller, B.L. & Levenson, R.W. (2007) Emotional reactivity and emotion recognition in frontotemporal lobar degeneration. *Neurology*. 69(2):148-155
- Levenson, R., Ascher, E., Goodkind, M., McCarthy, M., Smith, V., & Werner, K. (2006). Laboratory testing of emotion and frontal cortex. In B. Miller (Ed.) *The Human Frontal Lobes: Functions and Disorders*. The Guilford Press, New York.
- Kring, A. M. & Werner, K. H. (2004). Emotion regulation and psychopathology. In P. Philippot & R. S. Feldman (Eds.), *The Regulation of Emotion*. New York: LEA.
- Woolley, J.D., Werner, K.H., Gorno-Tempini, M.L., Ekman, P., Levenson, R.W., & Miller, B.L. (2004). The autonomic and behavioral profile of emotion dysregulation; a case report. *Neurology*. 63(9):1740-3.
- Roberts, N.A., Levens, S.M., Beer, J.S., Werner, K.H., Scabini, D., Knight, R.T. Levenson, R.W. (2004). The impact of orbital prefrontal cortex damage on emotional activation to unanticipated and anticipated acoustic startle stimuli. *Cognitive Affective and Behavioral Neuroscience*. 4(3) 307-316.

REFERENCES

- James Gross, Ph.D., Associate Professor of Psychology, Stanford University, 420 Jordan Hall, Stanford, CA 94305 (phone: (650) 723-1281) gross@stanford.edu
- Robyn Walser, Ph.D., Associate Director NCPTSD Dissemination and Training Division at the Menlo Park Veterans Administration 795 Willow Road Menlo Park, CA 94025 (phone (650) 493-5000 ext. 22039) Robyn.Walser@va.gov
- Allison Harvey, Ph.D. Professor, Department of Psychology, University of California, Berkeley 3210 Tolman Hall, Berkeley, CA 94720 (phone: 510-642-7138) aharvey@berkeley.edu
- Richard Heimberg, Ph.D., David Kipnis Distinguished Faculty Fellow Professor of Psychology Director, Adult Anxiety Clinic of Temple (AACT) Editor, Behavior Therapy Department of Psychology Temple University Weiss Hall, 1701 North 13th Street, Philadelphia, PA 19122 (phone: (215) 204-1575) heimberg@temple.edu
- Kimberly Hill, Ph.D., Clinical Assistant Professor at Stanford University; Associate Director of Clinical Training PGSP-Stanford Psy.D. Consortium, Palo Alto 401 Quarry Road, Stanford, CA 94035 (phone: (650) 725-5582) hillk@stanford.edu
- Joel Schmidt, Ph.D., Director of the Internship Program at the Department of Veterans Affairs, Northern California Health Care System, 150 Muir Road 116A, Martinez, CA 94553. (phone: (510)) Joel.Schmidt@va.gov