

Curriculum Vitae University of Toledo

PERSONAL INFORMATION

Name: Kimberly E. Hunter

EDUCATIONAL EXPERIENCE

B.S.	Psychology	Central Michigan University Mt. Pleasant, Michigan	1996
M.S.	Experimental Psychology	Central Michigan University Mt. Pleasant, Michigan	1998
Ph.D.	Clinical Psychology APA accredited	Central Michigan University Mt. Pleasant, Michigan	2004

PRE AND POST-DOCTORAL FELLOWSHIPS:

2002 - 2003	Psychology Intern Hawthorn Center Wayne State University - School of Medicine APA Accredited	Clinical Child Psychology
2003 – 2005	Post-Doctoral Fellowship Kobacker Center Northwest Ohio Consortium Medical University of Ohio	Clinical Child Psychology

EMPLOYMENT:

1998 – 2002	Central Michigan Community Mental Health Services, Behavior Treatment Specialist Services to Individuals with Developmental Disabilities Department (SIDDD) - Developed treatment programs for developmentally disabled adults and children with a variety of behavior problems; trained parents, guardians, teachers, workshop and group-home staff in utilizing behavior treatment programs; conducted behavioral assessments, observations and functional analyses of client behavior; consulted with schools; monitored and analyzed behavioral data; member of the Behavior Management - Human Rights Committee
1999 – 2002	Parent-Child Interaction Therapy Specialty Clinic, Outpatient Therapist

Intake therapist; provided Parent-Child Interaction Therapy to families with children with behavior problems; administered, scored, and interpreted a variety of psychological and behavioral assessment measures

1999 – 2002

Psychological Training and Consultation Center, Outpatient Therapist

Provided child, adolescent, adult and family therapy; conducted psychological assessments; consulted with various professionals; and participated in clinical case presentations

2000 – 2001

Gratiot County Community Mental Health Center, Outpatient Therapist

Provided psychotherapy to children, adolescents, families and adults; conducted psychological assessments on children; engaged in behavioral observations of children in the schools; consulted with various professionals; received infant mental health training, experience, and supervision

2004 - 2005

**Counseling Associates, Inc.
Outpatient Therapist, Contractual Part-time**

Provided child, adolescent, and family therapy services; psychological assessment; and diagnostic evaluations

2004 – 2005

**Hegira Programs Inc.
Outpatient Therapist, Contractual Part-time**

Provided child, adolescent, adult, and family therapy services; psychological assessment; and diagnostic evaluations

2005 - 2008

University of Toledo, Assistant Professor / Clinical Child Psychologist – Department of Psychiatry, Full-time

Provide psychotherapy to children, adolescents, and families; conduct psychological assessments on children; engage in teaching, research, and administrative responsibilities in an outpatient clinic. Teaching responsibilities include medical students, psychiatry residents, physician assistant students, psychology externs, and post-doctoral fellows. Supervisor for child psychiatry residents, psychology externs, and post-doc fellows.

2008-Present

University of Toledo, Associate Professor / Clinical Child Psychologist – Department of Psychiatry, Part-time

Provide psychotherapy to children, adolescents, and families; conduct psychological assessments on children; engage in teaching, research, and administrative responsibilities in an outpatient clinic. Teaching responsibilities include medical students, psychiatry residents, physician assistant students, psychology externs, and post-doctoral fellows. Supervisor for child psychiatry residents, psychology externs, and post-doc fellows.

CERTIFICATION / LICENSURES:

Licensed Psychologist # 6178, State of Ohio, Issued September 2020, next renew date September 2022.

REGIONAL, STATE AND LOCAL PROFESSIONAL SOCIETIES AND ACTIVITIES:

Ohio Psychological Association, member	2006 – present
Midwestern Psychological Association, member	2016 – present

HONORS/AWARDS:

Teaching Award – Child & Adolescent Psychiatry, 2010
Central Michigan University Dissertation Research Support Grant Award, 2001
Central Michigan University Graduate Research Grant Award, 1997
Mortar Board – Senior National Honor Society, 1996
PSI CHI – National Psychology Honor Society, 1993-1996
Psychology Department Excellence Award, 1996
Golden Key National Honor Society, 1995
University Honors Program, 1992 – 1996
National Dean’s List, 1992 – 1996

I. SERVICE

INSTITUTIONAL COMMITTEES – COLLEGE OF MEDICINE:

Faculty Senate, Member	(2006 – 2008)
Institutional Review Board (IRB), Member	(2006 – present)
Medical Student Applicant Interviewer	(2006-2016)

DEPARTMENTAL COMMITTEES:

Performance Improvement Committee, Member	(2005 – present)
Child Psychiatry Residency Training Committee, Member	(2006 – present)
Resident Review Committee, Member	(2006 – present)
Kobacker Transition Task Force Committee, Member	(2007 – 2008)
Psychiatry Department Website Committee, Member	(2007)
Psychiatry Clinical Task Force Committee, Member	(2008 – 2009)
Autism Center for Excellence Committee, Member	(2009 – 2010)
Child Research Committee, Member	(2009 – present)
Kobacker Center Clinical Professionals CE Group, Member	(2013 – 2018)
UTMC Externship Program Training Committee, Director	(2020 – present)
Autism Center and Research Development Executive Committee	(2019 – present)

COMMUNITY SERVICE AND ORGANIZATIONS:

Early Childhood Consortium Committee- Springfield Local Schools (Aug. 2009 - Jan. 2010)

Community Partnership Against Child Abuse Joint Hospital Team (2012 – present)

CLINICAL WORK:

In my clinical practice, I treat children from 12 months to 19 years and their families. I engage in psychotherapy, psychological testing, and consultation with schools and other medical providers. I have formal training in the assessment of ASD using the Autism Diagnostic Observation Schedule (ADOS-2), which is a standardized and structured assessment tool used in diagnosing ASD. As a result, ASD assessments form a substantial part of my practice and are time intensive. I continuously receive numerous referrals from pediatricians, schools, other clinicians, and parents including families who come from out of state. Additionally, I have specialty training in Parent Child Interaction Therapist (PCIT), which is an evidenced based therapy used primarily to treat disruptive behavior disorders in young children. Families are frequently referred by other healthcare professionals for my PCIT services. Patient satisfaction surveys from parents/families regarding my clinical services have always been very positive.

III. EDUCATIONAL ACTIVITIES

TEACHING:

MEDICAL STUDENTS

Behavioral Science Course Lecture
“Theories of Development”
Once a year, 2 hours
1st year medical Students
2006-2020
Faculty

Behavioral Science Course Lecture
“Early Childhood”
Once a year, 2 hours
1st year medical Students
2006-present
Faculty

Behavioral Science Course Lecture
“Intellectual Disability and Autism Spectrum Disorder”
Once a year, 2 hours
1st year medical Students
2006-2016
Faculty

Behavioral Science Course Lecture
“Intellectual Disability”
Once a year, 1 hour
1st year medical Students
2017
Faculty

Behavioral Science Course Lecture
“Autism Spectrum Disorder”
Once a year, 2 hours
1st year medical Students
2017
Faculty

Behavioral Science Course Lecture
“Child & Adolescent Development”
Once a year, 1 hour
1st year medical students
2018-present
Faculty,

Behavioral Science Course Lecture
“Recognizing & Treating Childhood Disorders”
Once a year, 1 hour
1st year medical students
2018-present
Faculty,

Behavioral Science Course Lecture
“Autism Spectrum Disorder”
Once a year, 2 hours
1st year medical Students
2018-present
Faculty

**Each year my behavioral science evaluations are overwhelmingly positive and speak to the high quality of my teaching. This is also supported by positive evaluations from the course directors.

Direct Clinical Teaching at Kobacker Center/UTMC Behavioral Health Services

3RD AND 4TH YEAR MEDICAL STUDENTS

1 – 4 students every 2 ½ weeks

2006-present

Faculty

**Students rotate with me and participate in discussion of ADOS-2 (autism assessments), focused teaching on child psychiatry/psychology issues, and engage in observation/participation in Diagnostic Assessments where they actively engage in interviewing children and their parents and they receive formative feedback on their skills. They also attend didactic presentations with the child residents when able. Clerks also participate in one clinical case discussion per rotation, which is facilitated by the child psychologists in our department in which I am one of the facilitators. I have received positive evaluations and feedback from my small group work with the clerks.

Clerkship Child and Adolescent Case Discussion

3rd year medical students rotating in psychiatry

Every 5 weeks, 1 hour

2011-May 2021

Faculty instructor

I presented a child related case to the 3rd year clerks for discussion every rotation. I volunteered to do this as there were no child related case discussions in their rotation.

3rd Year Clerkship Didactics:

Department of Psychiatry Medical Student Clerkship

Lecture, "Mental Retardation and Pervasive Developmental Disorders"

3rd year medical students

Every 6 weeks, 1 hour

2006-2009

PSYCHIATRY RESIDENT TEACHING

Family Therapy, course #11

Didactic Lecture

Spring – even years since 2006

1 hour a week for 10 weeks

Residents/students – 3 - 15

Course Director, 100% taught

Lifespan Development, course #8

Didactic Lecture

Fall – even years since 2006

1 hour a week for 8 weeks

Residents/students 3 – 10

Faculty, 20% taught

Adolescent Psychopathology, course #9

Didactic Lecture

Spring – odd years since 2006

1 hour a week for 8 weeks

Residents/students – 3 - 10

Faculty, 10% taught

Developmental Disorders, course #15

Spring – odd years since 2006

1 hour a week for 10 weeks

Residents/students - 3 – 10

Faculty, 10% taught

Child Development, course #18

Didactic Lecture

Spring – even years since 2006

1 hour a week for 8 weeks

Residents/students – 3 - 10

Course Director, 20% taught

Anxiety and Depressive Spectrum Disorders, course #21
Didactic Lecture
Spring – even years since 2006
1 hour a week for 8 weeks
Residents/students – 3 - 10
Faculty, 20% taught

Introduction to Child and Adolescent Psychiatry, course #1
Didactic Lecture
Fall – every year since 2006
1 hour a week for 10 weeks
Residents/students – 15
Faculty, 10% taught

Assessment of Autism Spectrum Disorder
Didactic Lectures
Fall or Spring since 2018
1 hour a week for 6 weeks
Residents – 3 (currently 1 this year)
Faculty, 100% taught

PSYCHIATRY RESIDENT TRAINEES

Irfan Ahmad, MD
Child Psychiatry
2008-2009
Child Fellow
Psychotherapy Supervisor

Kashif Khan, MD
Child Psychiatry
2009-2010
Child Fellow
Psychotherapy Supervisor

Wissam Hoteit, MD
Child Psychiatry
2010-2011
Child Fellow
Psychotherapy Supervisor

Upendar Gehlot, MD
Child Psychiatry
2010-2012
Child Fellow
Psychotherapy Supervisor

Sophia Kassem, DO
Child Psychiatry

2012-2013
Child Fellow
Psychotherapy Supervisor

Talha Siddiqui, MD
Child Psychiatry
2012-2014
Child Fellow
Psychotherapy Supervisor

Bhupinder Kaur, MD
Child Psychiatry
2014 – 2016
Child Fellow
Psychotherapy Supervisor

Bradley Brown, MD
Child Psychiatry
2015 – 2017
Child Fellow
Psychotherapy Supervisor

Talvinder Rana, MD
Child Psychiatry
2017-2018
Child Fellow
Psychotherapy Supervisor

Ashish Rungta, MD
Child Psychiatry
2019-2020
Child Fellow
Psychotherapy Supervisor

**I am actively involved in the teaching of child psychiatry residents in didactics and in psychotherapy supervision when in our program. I am course director for the Family Therapy and Assessment of ASD course and teach all of those didactics. I have very positive evaluations from residents about my teaching and supervision. I was voted teacher of the year in the past. I am also part of the C&A Residency training and review committees where we work to continuously improve the quality of our program.

PHYSICIAN ASSISTANT PROGRAM TEACHING

“Theories of Development”
Once a year, 2 hours
2006-2020
Faculty

“Childhood Disorders”

Once a year, 2 hours
2006-present
Faculty

“Eating Disorders”
Once a year, 2 hours
2019-present
Faculty

**I teach in the Behavioral Sciences course for the second year PA students every year. My teaching evaluations from students have always been very positive and the course directors can attest to this.

CURRICULUM DEVELOPMENT/INNOVATION

I developed a new course for the child residency program titled “Assessment of Autism Spectrum Disorder” based on my observations that residents have limited knowledge about ASD and receive very little training prior to their child residency on diagnosing ASD. Because 1 in 59 individuals, largely children are considered to have ASD, it is a very important that child psychiatry residents are fully prepared for assessing this disorder. I have developed didactic lectures to teach them more formally on the characteristics and diagnostic symptoms/features of ASD and evidenced based assessment procedures used to formally assess and diagnosis ASD. Residents are also observing autism evaluations using the Autism Diagnostic Observation Schedule - Second edition (ADOS-2) before engaging in formal diagnostic interviews for ASD themselves with my observation. They are also learning to score and interpret appropriate rating scales used to assess ASD. After completing this course they will be better equipped at screening, assessing, and engaging in diagnostic interviews for ASD.

LEARNER ASSESSMENT:

One of my roles in teaching is to create numerous questions used for exams, practice, and quizzes for my Behavioral Science lectures for both the first year medical students and Physician Assistant students which are then submitted to the course directors. Additionally, in the past I was an advisor for many PA students on their scholarly projects. During the course of my advisement, I have met with students individually, corresponded with them via email while they are on their away rotations, and read and revised numerous drafts of their research projects along the way. I also helped them with their power point presentations that they are required to give to faculty and peers at the end of the semester. I also attended these presentations and evaluated their presentation skills. I also try to encourage my advisees to publish their work with my assistance after graduation.

Every 4 weeks, I teach small groups of 3rd year medical students during their child rotation. I then evaluate them and provide formative feedback on their skills when performing certain activities. I am also responsible for evaluating child psychiatry residents for individual psychotherapy supervision and in our Residency Review committee meetings. I also evaluate psychology externs in their clinical work as part of their training. I have also had to evaluate/grade students when acting as their dissertation advisor.

PHYSICIAN ASSISTANT PROGRAM SCHOLARLY PROJECT MENTORING

Holly Harsh
2009 – 2010

“What Aspects of Caring for a Child with an Autism Spectrum Disorder Do Parents Perceive as Particularly Stressful?”

Hannah Kinney
2012 – 2013

“The Psychosocial Impact of Chronic Atopic Dermatitis on Pediatric Patients and Their Families”

Julie Anderson
2014 – 2015

“The Impact of Gluten-Related Disorders and Gluten Restriction on Symptoms of ADHD and Autism Spectrum Disorder”

Ricky Hesselbarth
2014 – 2015

“The Diagnosis of Autism: Past, Present, and Future”

Emalee Kernisan
2015 – 2016

“Promoting Positive Outcomes in Parentally Bereaved Children and Adolescents”

Alexander Perez
2016 - 2017

“Sleep Disordered Breathing and Attention Deficit/Hyperactivity Disorder (ADHD): What Is Their Relationship and Should Adenotonsillectomy Be Considered a Treatment Option?”

Jessica Schecht
2018

“Eating Disorders: Nature vs. Nurture”

**In addition to didactics, I have been a scholarly project major advisor for PA students for 7 years where I was responsible for supervising their entire written research project and presentation prior to graduation from the program. I also regularly met with numerous students each year to help guide them in the process of choosing their advisor and project focus before matching with one advisee.

DOCTORATE OF PSYCHOLOGY CLINICAL SUPERVISION

Tracy Pasold, MA
Psychology Extern
2003 – 2004

Danette Gibbs, MA
Psychology Extern
2004 – 2005

Shannon Hartley, Ph.D.
Psychology Intern
2005 - 2006

Olivia Leverich, Ph.D.
Psychology Intern
2005 – 2006

Wendy Czopp, Ph.D.
Psychology Post-Doc
2005 – 2006

Andrea Johnson, Ph.D.
Psychology Intern
2006 – 2007

Kristy Kilcoyne, Ph.D.
Psychology Intern
2006 – 2007

Megan Gutherie, MA
Psychology Extern
2006 – 2007

Janet Pietrowski, Ph.D.
Psychology Fellow
2006 – 2008

Kathleen Curtiss, MA
Psychology Extern
2007 – 2008

Kate Jansen, MA
Psychology Extern
2008 – 2009
Dissertation Advisor

Kimberly Burkhart, MA
Psychology Extern
2009 – 2010

Heather Pelletier
Psychology Extern
2010 – 2013

Hannah Herc
Psychology Extern
2019 - 2020

CLINICAL SUPERVISION OF SOCIAL WORKERS

Laura Limpert, BS
School Social Worker
2006 – 2007
Psychotherapy supervisor

MEDICAL STUDENT RESEARCH MENTORING

Karyssa Schrouder – MS 2
Medical Student Summer Research Program
Summer 2016

Isabella Bartholomew – MS 2
Medical Student Summer Research Program
Summer 2017

**I have been a co-supervisor of research activities for two medical students participating in the Medical Student Summer Research Program. These students have assisted in several research projects.

INVITED LECTURES, SEMINARS, SYMPOSIA, VISITING PROFESSORSHIPS:

July 2010

Empirically Supported Rating Scales and their Clinical Use and Interpretation
Social worker and Counselor continuing education supervision meeting
University of Toledo Medical Center – Toledo, Ohio

September 2011

Family Physician Continuing Education Symposia
Assessment of Autism Spectrum Disorders
Fulton County Health Center – Wauseon, Ohio

September 2012

Parenting Styles and Effects on Children
Little Miracles Preschool
Sylvania, Ohio

October 2013

Assessment of Autism Spectrum Disorders
Community Hospitals and Wellness Centers Continuing Medical Education
CHWC Bryan Hospital – Bryan, Ohio

November 2015

Parent Child Interaction Therapy (PCIT) – Clinical Relevance for Therapists
Kobacker Center Clinical Professionals CE Group
University of Toledo Medical Center - Toledo, Ohio

August 2016

Sleep Apnea in Children and the Psychiatric Consequences

Family Medicine Residency Program
University of Toledo Medical Center – Toledo, Ohio

January 2017
The Psychiatric Effects of Sleep Disordered Breathing on Children
Kobacker Center Clinical Professionals CE Group
University of Toledo Medical Center - Toledo, OH

October 2017
Family Medicine Residency Program
Screening for Autism Spectrum Disorder in Clinical Practice
University of Toledo Medical Center - Toledo, OH

UNIVERSITY OF TOLEDO MEDICAL CENTER LECTURES

Guest Lecturer– Child Resident Didactics
Introduction to Child Psychotherapy
Cognitive Behavioral Therapy with Children
Kobacker Center
August 2004

Psychiatry Grand Rounds University of Toledo College of Medicine
Behavioral Interventions for Sleep Disturbances in Infants and Young Children
May 2007

Psychiatry Grand Rounds University of Toledo College of Medicine
Parent Child Interaction Therapy – PCIT
April 2010

Psychiatry Grand Rounds University of Toledo College of Medicine
Assessment of Autism Spectrum Disorders
February 2013

Psychiatry Grand Rounds University of Toledo College of Medicine
Sleep Disordered Breathing in Children and Associated Neurobehavioral and Psychiatric
Effects
March 2016

Psychiatry Grand Rounds University of Toledo College of Medicine
Sleep Problems' in Children and Evidenced Based Treatments
November 2020

SPECIAL/INVITED PRESENTATIONS AT STATE, REGIONAL, & NATIONAL MEETINGS:

Borkowski M, Hunter K. (1996, April). Assisting infant sleep with white noise: A telephone survey. Poster presentation, Research and Creative Endeavors Exhibition at Central Michigan University.

Johnson C, Borkowski M, Hunter K, Zunker C, Waskiewicz K, Evans J, Hether N, Coletta F, Cotter R. (1996, May). Back to sleep: A survey of infant sleep position of parents of color. Paper presentation, Family Practice Research Day Conference, Michigan Academy of Family Physicians, Lansing, MI.

Hunter K. (1996, April). An exploration of links to the psychological adjustment in adolescent mothers. Poster presentation, Research and Creative Endeavors Exhibition at Central Michigan University.

Borkowski M, Hunter K, Johnson C. (1998, April). Using white noise to facilitate and maintain sleep with children. Paper presentation, Family Practice Research Day Conference, Michigan Academy of Family Physicians, Lansing, MI.

Borkowski, M., Hunter, K., Johnson, C. (1998, March). Sleep like a baby: White noise to assist infant and toddler sleep. Paper presentation, Behavior Analysis Association of Michigan Conference, Ypsilanti, MI.

Sitzer D, Yopp J, Hunter K, Butcher J, Hernandez H, Niec L. (2001, June). Predicting attrition in Parent-Child Interaction Therapy. Paper presentation, Parent-Child Interaction Therapy Conference, Sacramento, CA.

Butcher J, Cochran H, Hernandez H, Hunter K, Hemme J, Niec L. (2002, June). Child-focused attributions and parents' readiness to change. Paper presentation, Parent-Child Interaction Therapy Conference, Sacramento, CA.

Hussain A, Knox M, Hunter K. (2010, April). Factors related to medical students' intentions to pursue careers in child and adolescent psychiatry. Poster presentation, University of Toledo Research Symposium. Toledo, OH.

Hunter K. (2011, September). Assessment of Autism Spectrum Disorders. Lecture presented at the University of Toledo Department of Psychiatry 29th Annual Psychopharmacology Update: "New Developments in Basic Science & Clinical Approach to Autism & Asperger's Syndrome".

Hunter K, Knox M. (2017, April). Characteristics of sleep in a pediatric population seeking mental health services. Poster presentation, The 89th Annual Meeting of Midwestern Psychological Association. Chicago, IL.

Knox M, Hunter K. (2017, August). Characteristic of mental health treatment seeking families. Poster presentation, American Psychological Association. Washington D.C.

Knox M, Hunter K. (2017, September). Parental psychopathology and child maltreatment: Helping children by helping parents. Presentation, The 22nd Annual International Summit and Training on Violence, Abuse, Trauma (IVAT). San Diego, CA.

Bartholomew I, Gnanasambanthan Y, Knox M, Hunter K. (2017). Impact of education about physical punishment of children on the attitudes of future physicians. Poster presentation, The 22nd Annual International Summit and Training on Violence, Abuse, Trauma (IVAT). San Diego, CA.

Semple, E., Kwok, M., Dynes, M., Hunter, K. & Knox, M. (2019). Children and the Media: The Current State of Professional Guidelines. Poster presented at the Ohio Psychiatric Physicians Association Annual Psychiatric Update, Columbus, OH.

MAJOR RESEARCH INTERESTS:

- Autism Spectrum Disorder
- Parent Child Interaction Therapy (PCIT)
- Disruptive behavior disorders in children
- Parent mentoring and training
- Sleep disturbances in children
- Children and aggression
- Violence prevention
- Mental health problems in youth

PAST RESEARCH SUPPORT, TRAINING GRANTS:

“ACT Against Violence: Family Violence Prevention” Auto Dealers United for Kids, \$40,000, Awarded to M Knox, Department of Psychiatry, University of Toledo, May 2006 – 2009, Co-Investigator.

PUBLICATIONS

Articles published in scientific journals

Johnson CM, Borkowski MM, Hunter KE, Zunker CL, Waskiewicz K, Evans JM, Hether NW, Coletta FA. Infant sleep position: A telephone survey of inner-city parents of color. *Pediatrics*, 1999 November; 104: 1208-1211.

Borkowski MM, Hunter KE, Johnson CM. White noise and scheduled bedtime routines to reduce infant and childhood sleep disturbances. *The Behavior Therapist*, 2001; 24: 29-46.

Knox M, Burkhart K, Hunter K. ACT Against Violence Parents Raising Safe Kids Program: Effects on maltreatment-related parenting behaviors and beliefs. *Journal of Family Issues*, 2011; 32: 55-74

*Burkhart, K, Knox, M, Hunter K. Changing healthcare professional’s attitudes’ about spanking. *Clinical Pediatrics*, 2016; 55: 1055-1011.

*Hunter K, Knox, M. Characteristics of sleep in a pediatric population seeking mental health services. *Psychology*, 2017; 8: 2534-2546.

*Burkhart K, Knox M, Hunter K. Cognitive-behavioral therapy in the treatment of internalizing disorders in high-functioning youth with autism spectrum disorder. *Journal of Contemporary Psychotherapy*, 2017; 48: 155-163.

Burkhart K, Knox M, Hunter K, Pennewitt D, Schroder, K. Decreasing caregiver's positive attitudes toward spanking: An evaluation of the play nicely program and parent-child characteristics in a community sample. *Journal of Pediatric Health Care*, 2018; 32: 333-339.

Hunter K, Knox M, Hussain A. Child and adolescent psychiatry pre-clinical elective: Effects on intentions to choose a career in child and adolescent psychiatry. *International Journal of Sciences: Basic and Applied Research*, 2018; 37: 236-242.

Dynes, M., Knox, M., Hunter, K., Gnanasambanthan, Y. & Bartholomew, I. Impact of education about physical punishment of children on the attitudes of future physicians. *Children's Health Care*, 2019; DOI: 10.1080/02739615.2019.1678472

Hunter, K. (2020). Bedtime and sleep problems in children. In M. Knox (Ed.). *Clinician's toolkit for children's behavioral health*. (pp. 219-234). London, United Kingdom: Elsevier.

Perez, A, Hunter, K. Adenotonsillectomy as a treatment for sleep-disordered breathing in children with ADHD. *Journal of the American Academy of Physician Assistants*, (2020), 33, 34-39. doi: 10.1097/01.JAA.0000697248.35685.c6

Articles published in non- scientific journals

Hunter K, Back to school guide: making a smooth transition back. Toledo Area Parent News, August 2015.