

Education

DUKE UNIVERSITY, Durham, North Carolina

Doctor of Philosophy, Clinical & Social Psychology 2017

Duke Certificate in College Teaching 2017

- *Honors*: Society of Duke Fellows; Dean's Graduate Fellowship; James B. Duke Fellowship
- *Teaching Honors*: Duke Graduate School's Otis Green Fellowship; Bass Instructional Fellowship; Preparing Future Faculty Fellow
- *Dissertation*: Self-presentational variability, congruence, and psychosocial adjustment: A test of three models. *Committee Chair*: Timothy Strauman, Ph.D; *Advisors*: Mark Leary, Ph.D and Philip Costanzo, Ph.D; *Non-Departmental Committee Member*: Gavan Fitzsimons, Ph.D.

UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pennsylvania

Master of Arts, Psychology 2008-2010

- *Honors*: Benjamin Franklin Fellowship; Dean's Psychology Summer Research Award
- *Master's Thesis*: Improving Self-Regulation: Increasing resistance to ego depletion and counteracting its negative effects. *Advisors*: Martin Seligman, Ph.D. & Angela Duckworth, Ph.D

CITY UNIVERSITY, London, England

Master of Science coursework, Counselling Psychology 2007-2008

Counseling Skills Intensive Workshop 2007

- Coursework in Person-Centered, Cognitive-Behavioral, and Psychodynamic therapies, Qualitative and Quantitative Research Methods, & Context, Diversity and Standards in Professional Practice

HARVARD UNIVERSITY, Cambridge, Massachusetts

Bachelor of Arts, *Magna Cum Laude with Highest Honors*, Psychology 2006

Citations (*Minors*), French & Latin

- *Honors*: Awarded the *Harvard College Scholarship* for academic distinction (**GPA = 3.8**; Major GPA = 3.9); Chosen for Senior Honor's Thesis with Dr. Gilbert, which received *Magna Cum Laude*
- *Honor's Thesis*: "Do You Feel What I Feel?": Perceived Uniqueness as a Mediator of Self-Other Differences in Affective Forecasting. *Advisors*: Daniel Gilbert, Ph.D & Carey Morewedge, Ph.D.

UNIVERSITE DE PARIS X, Paris, France

Coursework, French Language, French Civilization, Art History & Latin 9/2005-12/2005

Teaching & Mentoring

UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan

LEO Lecturer I, LSA Department of Psychology

9/2018- Present

- Independently created and successfully taught an Advanced Laboratory in Social Psychology research methods course for undergraduates this Fall 2019, which I will teach again next Fall 2019.
- Received median ratings of 4/5 or higher on anonymous mid-semester and official end of semester course evaluations with *mostly positive* feedback from students overall; “e.g., using innovative tools, real world world, relatable examples, and very relevant assignments I enjoy going over in class...great way of connecting with students, and memes, cartoons, and funny videos are golden and inexplicably clever.” “The presentations and class discussions are interesting and engaging,” “Good job of explaining information in terms we can easily understand...very involved in each of our projects.”
- Teaching my own upper-level undergraduate seminar Psych 401: The Science of Happiness this Winter 2019, which had a long waitlist, so I will hopefully teach it again next Winter 2020.

DUKE UNIVERSITY, Durham, North Carolina

Bass Fellow Instructor, Psy390S: In Pursuit of Happiness: The Science of Well-Being 1/2015-5/2015

- Independently created and applied to teach a seminar on the Psychology of Well-Being for senior undergraduates through Duke Graduate School’s competitive Bass Instructional Fellowship.
- Received “*excellent*” (5/5) ratings from the vast majority of students and 4/5 from the rest on Duke’s Course Evaluations for the quality of my course and instruction, preparation, intellectual stimulation, accessibility, enthusiasm, feedback/grading, clarity, and fostering a positive learning environment.
- Student comments were *unanimously* positive: e.g., “one of the most interesting classes I’ve taken; learned a lot and really enjoyed it!” “The instructor made the material very interesting and engaging,” “The instructor was extremely enthusiastic and knowledgeable about the topic and promoted a very positive environment for fostering learning,” “This incredible course should be a requirement for all.”

Teaching Assistant, Angie Vieth, Ph.D; Research Methods in Social Psychology 1/2014- 5/2014

- Graded papers with rubrics and provided students with detailed feedback to improve their writing skill

Teaching Assistant & Section Leader, Nancy Zucker, Ph.D; Abnormal Psychology 8/2013- 12/2013

- Led two weekly discussion sections of twenty-five students, reviewing assigned readings and facilitating better comprehension and application of the course material.
- Developed & used grading rubrics for six paper assignments & provided extensive feedback to students

Instructor, Psy312S: Seminar in Positive Psychology

7/2013-8/2013

Instructor, Psy175BS: Psychology of Positive Emotion and Experience

7/2012-8/2012

- Independently created and taught an intensive six-week introductory course in positive psychology for Duke undergraduates and facilitated class discussions on the course material for two summers.

Teaching & Mentoring (*continued*)

- Received “*excellent*” (5/5) ratings from *all* students for the quality of my instruction, course, intellectual stimulation, feedback, enthusiasm and accessibility; student comments were *unanimously* positive: e.g., “most interesting and enjoyable class I’ve taken at Duke,” “made class a lot of fun and material easier to learn,” “extremely engaging with lectures and easy to talk to,” and “truly life-changing if applied!”

Research Mentor, Psychology & Neuroscience Vertical Integration Program 2011-2012

- Teaching included how to do literature searches and write a literature review; research methods and design; how to select, perform, and interpret appropriate statistical analyses for specific research questions; how to cogently present results in writing and posters, and professional development issues.

Graduation with Distinction Advisor & Committee Member, Jaeyhuk Lee 2012

- Honor’s Thesis*: Asian-Americans and Racial Differences in Self-Presentation

UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA

Teaching Assistant, Jon Baron, Ph.D; Judgment and Decision-Making 1/2010- 5/2010

- Led recitation sections and review sessions before exams in addition to weekly office hours.
- Developed grading rubrics for exams and the final paper and graded them as well as assignments.

Teaching Assistant, Joe Kable, Ph.D; Personality and Individual Differences 9/2009-12/2009

- Helped construct 4 exams; graded exams & final papers using jointly developed grading rubrics.
- Led review sessions before exams in addition to several weekly office hours.

Research Mentor, Leah Brogan; Psychology Independent Study 2008-2010

- Honor’s Thesis*: The Catch-22 in Self-Control Intervention

FRENCH MINISTRY OF EDUCATION, Noisy-le-Grand, France 9/2006-6/2007

Assistante de Langue Anglaise, Primaire

- Taught English to 8 classes of twenty to thirty 7-11 year-old students at two elementary schools in a disadvantaged suburb of Paris and effectively managed the classroom, addressing discipline issues.
- Led classroom instruction, lesson plan development, and Anglophone culture education by developing creative and fun approaches to teaching the English language using minimal resources.
- Adapted teaching for a range of English levels, ages/developmental stages, and learning styles.
- Monitored students’ academic progress & socioemotional development; mentored struggling students.

THE HEWITT SCHOOL, New York, New York

Math Tutor 2000 –2004

- Augmented classroom learning with customized one-to-one instruction (later by phone and e-mail)

Mentor, The Math Forum: a National Science Foundation math education project 2001-2003

Invited Guest Lectures

University of Michigan, MARI Postdoctoral Clinical Lecture, <i>Positive Psychotherapy</i>	2018
University of Toledo, Social Psychology & Health Brown Bag, <i>Self-Presentation & Health</i>	2017
University of Michigan, MARI Intern Clinical Presentation, <i>Positive Psychotherapy</i>	2017
University of Michigan, University Center for the Child & Family, Community Outreach Workshop, <i>Parenting Through Separation & Divorce</i>	2016, 2017
Duke University, Clinical Psychology Brown Bag, <i>Behavioral Authenticity and Well-Being</i>	2014
Duke University, Psychology Majors' Union, <i>Love and Romantic Relationships</i>	2013
Duke University, Positivity in Action Initiative, <i>Interpersonal Relationships and Love</i>	2012
Duke University, VIP Panel Speaker: <i>Graduate Schools in Psychology</i>	2011
Hewitt School, <i>STEM (Science, Technology, Engineering & Math) Career Panel Discussion</i>	2010
University of Pennsylvania, <i>Biased Judgment and Decision-Making in Anxiety Disorders</i>	2010
University of Pennsylvania, Personality Psychology, <i>Personality Disorders</i>	2009
University of Pennsylvania, Personality Psychology, <i>Abnormal Psychology</i> .	2009
City University, Quantitative Research Methods, <i>Effects of Smiling on Mood</i>	2007

Publications

Gohar, D., Leary, M.R., & Costanzo, P. (2018). Self-presentational congruence and psychosocial adjustment: A test of three models. Manuscript in preparation.

Gohar, D. (2017) Behavioral variability, authenticity, and psychosocial adjustment: When is behavioral variability adaptive? Manuscript submitted for publication.

Gohar, D., Leary, M.R., & Costanzo, P. (2016). Self-presentational congruence and psychosocial adjustment: A test of three models. *Journal of Social & Clinical Psychology*, 35(7), 588-607.

Leary, M. R., & **Gohar, D.** (2014). The role of self-reflection in the generation and regulation of affective experience. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *The Handbook of Affective Sciences*. New York: Oxford University Press.

Gohar, D. (2013). Improving self-regulation: The role of positive affect. Manuscript in preparation.

Rozin, P. & **Gohar, D.** (2011). The pleasure and memory of eating and meals. In: V. R. Preedy, R. R. Watson, & C. R. Martin (Eds.), *Handbook of Behavior, Diet, and Nutrition*. New York: Springer

Gohar, D. (2010). R. Coleman Curtis' Desire, Self, Mind, and the Psychotherapies: Unifying Psychological Science and Psychoanalysis. *Psychologist-Psychoanalyst*, 30(2), 40-44.

Conference Presentations

- Gohar, D.** (January, 2019). *Experiential Demonstration of the Broaden Theory of Positive Emotion*. “Teaching Slam” presented at the annual meeting of the National Institute of the Teaching of Psychology (NITOP) in St. Petersburg, FL.
- Gohar, D.** (January, 2019). *Course Sharing: Positive Psychology*. Poster presented at the annual meeting of the National Institute of the Teaching of Psychology (NITOP) in St. Petersburg, FL.
- Gohar, D.** (March, 2018). *Facilitating Active and Experiential Learning in Positive Psychology*. Poster presented at the annual meeting of the Society for Teaching Psychology at the Society for Personality and Social Psychology Conference, Atlanta, GA.
- Gohar, D.**, Leary, M.R., & Costanzo, P.R. (March 2018) *Self-Presentational Congruence, Variability, and Health*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Atlanta, GA.
- Gohar, D.**, Leary, M.R., & Costanzo, P.R. (February, 2014) *Self-Presentational Authenticity, Variability, and Well-Being* Poster presented at the annual meeting of the Society for Personality and Social Psychology, Austin, TX.
- Gohar, D.**, Leary, M.R., & Costanzo, P.R. (January, 2013) *Self-Presentational Authenticity and Healthy Psychological Functioning*. Data Blitz presented at the annual meeting of the Society of Personality and Social Psychology for the Social Personality & Health Network, New Orleans, LA.
- Gohar, D.**, Leary, M.R., & Costanzo, P.R. (January, 2012) *Self-Presentational Congruence, Variability, and Psychosocial Adjustment*. Poster presented at the annual Self & Identity Preconference for the Society of Personality and Social Psychology, San Diego, CA.
- Gohar, D.**, Leary, M.R., & Costanzo, P.R. (March, 2012) *Self-Presentational Flexibility and Adjustment*. Poster presented at the annual Social Psychology at UNC & Duke Conference, Durham, NC.
- Lee, J., & **Gohar, D.** (May, 2012). *Asian-Americans and Racial Differences in Self-Presentation*. Poster presented at the annual Vertical Integration Program Research Presentation Day at Duke University in Durham, NC.
- Gohar, D.**, Baumeister, R.F., & Tice, D.M. (June, 2010). *Improving Self-Regulation: The Role of Positive Affect*. Symposium presented at the biannual European Conference on Positive Psychology, Copenhagen, Denmark.
- Brogan, L., **Gohar, D.**, & Duckworth, A. (May, 2010). *The Catch-22 in Self-Control Intervention*. Poster presented at the University of Pennsylvania’s annual Psychology Research Symposium in Philadelphia, PA.
- Gohar, D.**, Gilbert, D.T., & Morewedge, C.K. (January, 2006). *Self-Other Differences in Affective Forecasting*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Palm Springs, CA.

Research Experience

DUKE UNIVERSITY, Durham, North Carolina

8/2010 – 05/2015

Leary Self, Emotion, & Behavior Lab & Interdisciplinary Behavioral Research Center

Principal Investigator, Advisors: *Mark Leary*, Ph.D & *Philip Costanzo*, Ph.D

- Attended biweekly lab meetings to discuss and assist with ongoing research projects at the Leary lab.
- Wrote and managed Institutional Review Board protocol for two-part laboratory study examining self-presentational variability, authenticity, and well-being with self-report measures and a behavioral measure of self-presentation from participants' presentations to various unfamiliar targets.
- Conducted training sessions with five RA's to facilitate reliable coding of their personality impressions.
- Wrote Institutional Review Board protocol for experience-sampling study culminating in my dissertation examining the psychosocial impact of people's self-presentational behavior and motivation in everyday social situations. Data has been collected and analyzed and is currently being written for anticipated dissertation defense in March 2016.

UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pennsylvania

Rozin-Goodwin Laboratory in Social, Cultural, & Moral Psychology

Graduate Group Member, PAUL ROZIN, Ph.D

6/2009-5/2010

- Attended weekly lab meetings to discuss research projects and participate in frequent interdisciplinary guest lectures on related topics; e.g., Psychology of Religion, Infection vs. Contagion, Neuroenhancers.
- Executed and analyzed data from an initial study examining people's awareness of their "hedonic trajectories" in various domains—do people know whether they tend to get more pleasure out of *anticipating* a positive *future* event, *reminiscing* about a *past* event, or *savoring* a *present* event—and their role in temporal decision-making. Also examined French-American differences in pleasure and food.

Positive Psychology Center

7/2008-5/2009

Co-Investigator, MARTIN SELIGMAN, Ph.D & ANGELA DUCKWORTH, Ph.D

- Collaborated with administrators and teachers at RIVERDALE COUNTRY SCHOOL in New York City to conduct a 13-day intervention to increase self-control in 7th and 8th grade students whose parents had consented to their participation. Ran group sessions to assess students' self-regulatory capacity both before and after the intervention with computer-based tasks of executive function, collected the data, and analyzed the results. (Despite some promising findings, many students who exhibited low self-regulation at baseline failed to do their assigned self-control exercises with sufficient regularity for improvement, demonstrating a possible "Catch-22" to self-control intervention.)
- **Principal Investigator** (wrote and managed the Institutional Review Board protocol) for two experiments I designed with mood and motivation manipulations to examine their impact on self-regulation and whether positive affect could counteract "ego depletion" of self-control. (I recruited and ran subjects for these studies, collected and analyzed the data, but had difficulty publishing this body of work without determining the exact mechanism by which positive mood improves self-regulation.)

Research Experience (*continued*)

HARVARD UNIVERSITY, Cambridge, Massachusetts

Social Cognition and Emotion Laboratory

Research Assistant, DANIEL GILBERT, Ph.D

9/2004-8/2005

- Actively assisted in all stages of the research process, including subject recruitment, experiment design and execution, and data management & analysis in SPSS with Carey Morewedge for 10+ hours/week

COLUMBIA UNIVERSITY, New York, New York

Research Assistant, CAROL DWECK, Ph.D

6/2004-8/2004

- Tested a computer-based intervention program designed to increase the motivation and performance of middle school students by teaching a malleable theory of intelligence for research on **Applying Achievement Motivation to the Stereotype Threat Model**.
- Investigated academic contexts that affected students' vulnerability to stereotypes.
- Handled subject recruitment, research and lab logistics, data collection, compliance with college research and legal protocols, running studies, and participant debriefings.
- Recognized for meticulous attention to detail, effective people management, and job commitment

Fellowships & Awards

<i>Neil Kalter Fellowship</i> , University of Michigan, University Center for the Child and Family	2016
<i>The Bass Instructional Fellowship</i> , Duke University	2015
<i>The Ottis Green Fellowship</i> , Duke University	2014-2015
<i>Preparing Future Faculty Fellow</i> , Duke University	2013-2014
<i>The Neil Williams Presidential Fellowship</i> , Duke University	2013-2014
<i>The Dean's Graduate Fellowship</i> , Duke University	2010-2013
<i>The James B. Duke Fellowship</i> , Duke University	2010-2012
<i>Graduate Student Travel Award</i> , International Society for Self & Identity	2012
<i>Claire Hamilton Graduate Studies Conference Travel Award</i> (\$750), Duke University	2012, 2013
<i>Vertical Integration Program Summer Fellowship</i> (\$1800), Duke University	2011
<i>SSRI Research Grant</i> (\$500-\$1000), Duke Interdisciplinary Initiative (DIISP/IBRC)	2010, 2011, 2015
<i>Dean's Psychology Summer Research Award</i> (\$1500), University of Pennsylvania	2009
<i>Benjamin Franklin Fellowship</i> , University of Pennsylvania	2008-2010
<i>Honorable Mention (4th)</i> , Fordham University's Applied Psychometrics Paper Contest	2005
<i>National Merit Scholarship Finalist</i>	2002
<i>Gold Medal</i> , The Greater Metropolitan New York Math Fair	2001

Teaching Conferences & Specialized Training

NATIONAL INSTITUTE OF THE TEACHING OF PSYCHOLOGY CONFERENCE

National Institute of the Teaching of Psychology (NITOP) Conference, St. Pete, FL 2019

- Actively participated in talks and concurrent sessions by national experts on current best practices based on the research to improve my evidence-based teaching practices

APS TEACHING INSTITUTE PRE-CONFERENCE

Association of Psychological Science Teaching Institute Conference San Francisco, CA 2018

- Presented and actively participated in sessions by international experts on the research and application of empirical approaches to teaching psychological science to improve my teaching with current best practices.

CRLT WORKSHOP - ENGAGING STUDENTS IN LARGE CLASSES.

Center for Research on Learning and Teaching (CRLT), Ann Arbor, MI. 2018

Instructors: University of Michigan's CRLT trainers

- Participated in a workshop on current best practices and instructional technology to engage students in large courses at the University of Michigan

DUKE CERTIFICATE IN COLLEGE TEACHING

Duke University Graduate School, Durham, NC 2017

- Duke's Certificate in College Teaching (CCT) program combines departmental training and resources with programming from The Graduate School to provide systematic pedagogical training that promotes current best practices in teaching and learning, appropriate use of instructional technology, and systematic assessment of student outcomes.
- In addition to coursework on teaching, a reflective teaching practice including peer observation and development of a teaching portfolio is required

TEACHING IDEAS WORKSHOP - IMPROV FOR TEACHING

Duke University Graduate School, Durham, NC 10/2014

Instructor: Jaybird O'Berski, Ph.D.

- Participated in a series of activities and exercises to improve my ability to think on my feet and learn how my teaching practice could benefit from the craft of improvisation and theater.

PREPARING FUTURE FACULTY PROGRAM

Duke University Graduate School, Durham, NC 7/2013-8/2014

Instructors: Hugh Crumley, Ph.D & Doug James, Ph.D

- Selected to participate in Duke's competitive Preparing Future Faculty program with 25 Ph.D students, which entailed learning about the broad range of faculty roles and responsibilities by visiting nearby campuses, working closely with mentor Dr. Cynthia Edwards at Meredith College, and attending colloquia on critical issues in academia, such as tenure, research, teaching, and service.

Teaching Conferences & Specialized Training (*continued*)

- Also attended annual Teaching IDEAS (Instructional Development for Excellence And Success) Series. Topics included: Teaching Introductory Classes, Active Learning, Facilitating Discussion, and Daring to Debate: Strategies for Teaching Controversial Topics in the Classroom.

TEACHING IDEAS WORKSHOP - ACTIVE LEARNING FOR ONLINE TEACHING

Duke University Center for Instructional Technology, Durham, NC

3/2014

- A panel of Duke faculty shared examples of effective active learning strategies that promote student engagement and learning outcomes for online instruction, which can be challenging to keep active.

TEACHING IDEAS WORKSHOP - FLIPPING YOUR CLASSROOM

Duke University Graduate School, Durham, NC

3/2013

Instructor: **Barbi Honeycutt**, Ph.D.

- Participated in a flipped workshop led by the Director of Graduate Professional Development and Teaching Program and founder of Flip It Consulting, L.L.C. to learn how to FLIP the dynamic of the learning environment and Focus on your Learners by Involving them in the Process.

TEACHING IDEAS WORKSHOP - THE ART OF TEACHING: USING ACTING TECHNIQUES IN THE TEACHING/LEARNING PROCESS

Duke University, Durham, NC

11/2012

Instructor: **Gregory Justice**, Ph.D., Associate Professor of Theatre Arts, Virginia Tech

- Participated in a workshop to learn some of the techniques used by professional theatre, film and television performers that can be used to enhance communication effectiveness with students, faculty, and staff. Topics examined include: nerves, using the body in a more dynamic way, developing a better voice, and improving your creativity through imagination, concentration, observation and relaxation.

Clinical Experience

UNIVERSITY OF MICHIGAN

University Center for the Child and Family (UCCF), Ann Arbor, MI

Mary A. Rackham Institute (MARI), *Postdoctoral Fellow*

9/2017-9/2018

Supervisors: *Cynthia Ewell Foster*, Ph.D., *Erin Hunter*, Ph.D., *Sarah Jonovich*, Ph.D.

- Assessed and treated diverse youth ages 3-17 at a multidisciplinary outpatient clinic who presented with a variety of concerns, such as GAD, OCD, social anxiety, depression, ADHD, disruptive behavior, ASD, and co-morbid physical health difficulties, with a special focus on pediatric anxiety disorders. Also provided EFT-based couples' counseling under Dr. Jonathan Blair's supervision.
- Integrated developmentally and diversity sensitive evidence-based treatments, including CBT, ACT, parent management training, and family therapy, to best address families' presenting concerns using various measures of emotional, behavioral, and psychosocial functioning (e.g.,

Clinical Experience (*continued*)

CBCL, TRF, MASC, Y-BOCS, CDI, RCADS) to assist with diagnosis, treatment planning and assessment of therapy outcomes, and actively involved parents/families in treatment.

- Provided clinical supervision for child/adolescent cases seen by a first year practicum student at the University of Michigan and attended weekly group supervision of supervision meetings.
- Supervision consisted of review of recorded sessions, discussion of integrative case conceptualization, treatment planning, and therapy process, and creatively determining developmentally and culturally sensitive interventions.
- Attended and presented at Child/Family Interdisciplinary Case Disposition meetings, in which UCCF cases are reviewed using objective measures and multi-axial formulations integrating biological, behavioral, cognitive, psychodynamic, family systems, and cultural approaches.

UNIVERSITY OF MICHIGAN

Psychological Clinic, Ann Arbor, MI

2017-2018

MyStrength with Telephone Assistance for Depression and Anxiety, *Researcher & Clinician*

Principal Investigator: *Todd K. Favorite*, Ph.D; Supervisor: Todd Favorite, Ph.D.

- Completed the University of Michigan's online Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) and got certified to provide telephone support supplementing myStrength online psychotherapy modules based in clinical models like CBT, ACT, positive psychology, mindfulness, and motivational interviewing for individuals with depression and anxiety as well as substance use, chronic pain, and sleep challenges.
- Assist with subject recruitment, data collection and analysis, and preparing manuscripts for publication on the effectiveness of combining MyStrength's online psychotherapy tools with telephone assistance from mental health professions for individuals with depression and anxiety.

UNIVERSITY OF MICHIGAN

Youth and Young Adult Depression and Suicide Prevention Program, Ann Arbor, MI **2017**

Electronic Bridge to Mental Health (e-Bridge) for College Students, *Certified MI Clinician*

Principal Investigator: *Cheryl King*, Ph.D; Supervisor: **Erin Bonar**, Ph.D.

- Participated in training and became certified in Motivational Interviewing (MI) to serve as a clinician for a large scale, randomized controlled trial involving students at the University of Michigan, the University of Iowa, University of Nevada-Reno, and Stanford University examining the efficacy of Students' eBridge to Mental Health (eBridge), a pilot tested and theoretically-driven online intervention based on principals of Self-Determination Theory (SDT), MI and the Theory of Health Behavior (THB) for college students at elevated risk for suicide, at both facilitating students' linkage to mental health services and improving students' mental health.
- Reviewed personalized feedback regarding real or potential consequences of problematic behaviors in an MI-adherent manner; explored the pros and cons of addressing depression and/or alcohol/substance use through mental health services along with the pros and cons of maintaining the status quo with brief "decisional balance" exercises; discussed individualized menu of options demonstrated to be effective for making changes and facilitated students' linkage to mental health services; supported or bolstered students' personal self-efficacy and motivation to change.

Clinical Experience (*continued*)

UNIVERSITY OF MICHIGAN

Mary A. Rackham Institute (MARI), Ann Arbor, MI

9/2016-8/2017

Lifespan Clinical Psychology Intern

Supervisors: *Shelly Van Etten Lee*, Ph.D, *Todd Favorite*, Ph.D, *Cynthia Ewell Foster*, Ph.D, *Jonathan Blair*, Ph.D, *Sue Watts*, LMSW, *Eileen Bond*, LMSW

- Assessed and treated adults from the university and greater community presenting at the multidisciplinary outpatient **Psychological Clinic** with the full range of presenting concerns (e.g., internalizing and externalizing disorders, interpersonal problems, personality disorders, eating disorders, and co-morbid psychical health concerns), integrating a variety of evidence-based approaches, including Cognitive-Behavioral Therapy (CBT), Acceptance-Commitment Therapy (ACT), trauma-informed Cognitive Behavioral Analysis System of Psychotherapy (CBASP), and Dialectical Behavior Therapy (DBT).
- Evaluated and treated couples using evidence-based Gottman-informed, emotion-focused, and family systems approaches and participated in Couples Therapy Seminar and group supervision.
- Co-led Social Anxiety Groups for adults with social anxiety disorder or performance anxiety and common co-morbidities (e.g., MDD, GAD, OCD) using exposure and cognitive-behavioral therapy.
- Attended weekly individual supervision and CBASP Group supervision meetings reviewing adult cases that required CBASP, Complicated Grief Therapy (CGT), Skills Training in Affect & Interpersonal Regulation (STAIR), Prolonged Exposure (PE), and/or Cognitive Processing Theory (PT) to address presenting concerns; Attended consultation group, diagnosing and reviewing cases with multiple methods to develop multitheoretical case conceptualizations and treatment plans.
- Assessed and treated diverse youth ages 3-18 who presented with a variety of concerns, such as GAD, OCD, social anxiety, depression, ADHD, disruptive behavior, ASD, and co-morbid physical health difficulties, at multidisciplinary outpatient **University Center for the Child and Family**.
- Attended weekly Family and Couples Therapy Group supervision with *Eileen Bond*, LMSW reviewing complex UCCF cases with presenting concerns that were exacerbated by family and/or marital dysfunction that needed to be addressed.

MONTEFIORE MEDICAL CENTER

RFK Children's Evaluation & Research Center, Bronx, New York

9/2015-6/2016

Supervisors: *Anne Murphy*, Ph.D., *Marilina Rufino*, Ph.D, & *Brooke Allman*, LCSW

- Provided relationship-based and family-focused assessment, intervention, and wrap-around services for infants, toddlers, and young children with emotional or behavioral problems and/or developmental delays or disabilities and their caregivers. The majority of this diverse low-income and multiply stressed population had experienced significant trauma and/or severe attachment disruption.
- Served as a primary therapist for several families and dyads in the parent-child groups receiving Group Attachment Based Intervention (primarily for 0-5 year-olds) or trauma-informed challenging

Clinical Experience (*continued*)

behavior management training (primarily for 3-11 year-olds with ADHD, ODD, ASD and comorbidities) and co-led the parent process groups and the children's play therapy group with other therapists.

- Wrote integrative reports of intake evaluations and weekly case conceptualization/intervention notes and document case management provided, which included coordinating with primary care and other treatment professionals.
- Supervision consisted of live supervision with immediate feedback, co-therapy, group reflective supervision before/after each group, and individual supervision with Anne Murphy for parent therapy.
- Participated in a weekly didactic seminar on the principles and practice of infant and early childhood mental health, early childhood developmental disabilities, and relationship-based interventions that focus on the attachment security of the child as a strong protective factor (e.g., CPP, PCIT, & GABI).

DUKE FAMILY STUDIES PROGRAM & CLINIC

Duke Child and Family Center, Durham, North Carolina

7/2014-6/2015

Supervisors: *Christian Mauro*, Ph.D., *Susan Hazlett*, Ph.D., *Karen Wells*, Ph.D., & *Ed Bridges*, M.D

- Provided systemic family therapy and emotion-focused therapy (EFT) for child and adolescent issues to enhance family functioning, communication and problem-solving; provided behavior management training for parents of young adolescents with disruptive behavior disorders and ASD; and provided couples counseling, including divorce counseling.
- Supervision consisted of live supervision with immediate feedback via a computer screen (positioned behind the patient), co-therapy, and discussion of case formulation, interventions, and therapy process.
- Wrote integrative reports and weekly case conceptualization & assessment/intervention notes.
- Observed 2-3 family/couples therapy sessions per week with live supervision provided by psychologists, psychiatrists, or social workers to rotating therapists and participated in pre- and post-treatment processing and clinical consultation on each case with a multidisciplinary team.
- Participated in weekly interactive didactics (e.g., role-playing, video, and case presentations) on the theoretical underpinnings and clinical methods of family and couples therapy and key issues that arise.

DUKE CENTER FOR EATING DISORDERS

Duke University Medical Center, Durham, North Carolina

7/2013-7/2014

Supervisors: *Rhonda Merwin*, Ph.D & *Nancy Zucker*, Ph.D

- Conducted empirically-supported individual and family interventions on a weekly basis for children and adolescents with eating disorders, including restrictive eating, and mental and physical health difficulties, and provided parent training for presenting concerns (e.g., Dr. Zucker's *Off the C.U.F.F. Manual for the Management of Disordered Eating, Duke's Immersive Program for Restrictive/Selective Eating*).
- Provided long-term biweekly Acceptance-Commitment Therapy (ACT) to one adult presenting with Bipolar Disorder, Generalized Anxiety Disorder, and social phobia.
- Conducted unstructured and structured interviews and used validated symptom inventories to assist with case conceptualization, functional analysis, treatment planning, and outcome assessment.

Clinical Experience (*continued*)

- Wrote integrative assessment reports, treatment summaries, and transfer/termination reports.
- Participated in a weekly Eating Disorder Case Consultation Team with psychologists, psychiatrists, pediatricians, internists, and nutritionists to coordinate patient care and respond to emergent issues.
- Weekly individual supervision consisted of review of recorded sessions or live observations behind a one-way mirror and discussion of case conceptualization, treatment planning, and issues that arose.

PSYCHOSOCIAL TREATMENT CLINIC

Duke Child and Family Center, Durham, North Carolina

7/2011-4/2014

Supervisors: *Nicole Heilbron*, Ph.D & *Chris Mauro*, Ph.D

- Provided weekly evidence-based individual psychotherapy in an outpatient setting to children and adolescents with internalizing disorders such as anxiety, OCD, social phobia, and depression and co-morbid externalizing disorders like ADHD; provided parent training for behavioral modification and management and actively involved family/parents in treatment regardless of disorder.
- Conducted unstructured and structured interviews (e.g., ADIS, CY-BOCS) with children and their parents and scored measures of emotional, behavioral, and psychosocial functioning (e.g., BASC, CDI, RCADS) to assist with diagnosis, treatment planning, and assessing therapy outcomes.
- Wrote integrative assessment reports, treatment summaries, and transfer/termination reports.
- Developed and co-led two phases of CBT group for social anxiety with adolescents who also suffered from co-morbid mood, personality, and autism spectrum disorders.
- Supervision consisted of live supervision behind a one-way mirror, review of recorded sessions, and discussion of case conceptualization, treatment planning, and issues that arose.
- Attended weekly didactic seminars with psychology interns, practicum students, psychiatry residents, and child psychiatry fellows. Examples of didactics include: functional analysis, CBT for childhood anxiety, CBT for OCD, CBT for Adolescent Depression and Suicidality, parent training, diagnostic interviewing and assessment, Habit Reversal Training for Tourette Syndrome and Tic Disorders.

COGNITIVE-BEHAVIORAL RESEARCH & TREATMENT PROGRAM

Duke University Medical Center, Durham, North Carolina

7/2012-11/2013

Supervisors: *Julie Seel*, Ph.D & *M. Zachary Rosenthal*, Ph.D

- Provided individualized empirically-supported treatments (e.g., CBT, ACT, BA) for adults and some Duke students with anxiety, mood, and personality disorders and substance use.
- Conducted motivational interviewing and used unstructured and structured interviewing with validated symptom inventories to assist with diagnosis, treatment planning, and outcome assessment.
- Wrote integrative assessment reports and treatment summaries.
- Supervision consisted of live supervision with immediate feedback via a computer screen (positioned behind the patient), review of recorded sessions, and discussion of interventions and issues that arose.

DUKE UNIVERSITY MEDICAL CENTER

Duke University Hospital, Durham, North Carolina

4/2011-8/2013

Clinical Experience (*continued*)

Cognitive-Behavioral Treatments for Depression in Patients with Chronic Medical Illness, Certified CBT Therapist; *Principal Investigator: Harold Koenig, M.D; Supervisor: Clive Robins, Ph.D*

- Provided individual, manual-based cognitive-behavioral therapy with a mindfulness-meditation component over the phone/Skype to treat major depression in adults with chronic health problems as a certified CBT Therapist in a research study examining its efficacy versus religious (Christian) CBT.
- Continued weekly treatment for remaining issues not addressed by the study (e.g., social anxiety) for three of these patients at their request weekly at the Cognitive Behavioral Research Treatment Program clinic for 3-12 months after they completed the research requirements.

DUKE PSYCHOLOGY CLINIC

Duke University Psychology Department, Durham, North Carolina

9/2010-2/2012

Supervisors: *David Rabiner, Ph.D & Ronald Batson, M.D*

- Provided low-cost brief and long-term individual psychotherapy to young adults from the university community with a range of presenting problems, including mood and anxiety disorders, trauma, and personality disturbance.
- Utilized person-centered, psychodynamic, and cognitive-behavioral approaches depending on the client's needs and provided ongoing clinical diagnostic assessment to inform treatment.
- Wrote comprehensive assessment reports, termination/transfer reports and treatment summaries.
- Participated in weekly individual and group supervision meetings that included case presentations with videotaped sessions and emphasized general psychotherapeutic and psychodynamic principles.

PENN ASSESSMENT & DIAGNOSIS PRACTICUM

University of Pennsylvania, Philadelphia, PA

9/2009-5/2010

Supervisor: *Melissa Hunt, Ph.D*

- Administered full assessment batteries, analyzed and integrated the results, and wrote comprehensive reports suitable for both the referring professional and the client.
- Assessments covered intellectual functioning, academic achievement, neuropsychological testing, objective personality testing (e.g., MMPI) and some projective (e.g., Rorschach) measures.
- Diagnostic workups included structured and unstructured clinical interviews as well as validated symptom inventories and self-report questionnaires.
- Reviewed assessment reports with clients and their family and offered recommendations for treatment.

CHILDREN'S HOSPITAL OF PENNSYLVANIA

The Center for the Management of ADHD, Philadelphia, PA

1/2010-5/2010

Supervisor: *Jenelle Nissley-Tsiopinis, Ph.D*

- Child assessments included developmental history, intellectual functioning, academic achievement, neuropsychological testing, semi-structured interviews (e.g., K-SADS-PL) with children and their parents, and validated symptom inventories and self-report questionnaires for children and parents.
- Completed full assessment batteries, analyzed and integrated the results, and wrote comprehensive reports suitable for the client's family and the school.

Clinical Experience (*continued*)

- Discussed the results of each assessment with clients and their parents and offered recommendations for treatment as well as recommendations for teachers and school accommodations.
- Supervision entailed live observation with immediate feedback, co-therapy, and discussion of assessment planning and integration.

THE KIDS COMPANY

The Nightingale School, Hackney, England

11/2007-6/2008

Supervisor: *Vivian Walkey*, MSc, CPsychol.

- Provided weekly or bi-weekly individual counseling to elementary school children who experienced significant trauma and neglect and presented with severe emotional, behavioral and social difficulties,
- Used person-centered, psychodynamic, art, and play therapy principles to fit the needs of each child.
- Provided consultation to teachers about children's difficulties and progress.
- Wrote brief integrative client reports and termination reports with treatment recommendations.
- Reported causes for concern or suspected child abuse in accordance with Child Protection Policies.
- Attended supervision meetings with a BACP and UKCP accredited psychologist once every two weeks to discuss current cases and therapy process and resolve any issues that arose.

NATIONAL HEALTH SERVICE (NELMHT)

The Petersfield Centre, Essex, England

2/2007-6/2008

Supervisor: *Abigail Eldred*, MSc, CPsychol.

- Conducted weekly individual cognitive-behavioral therapy sessions for three adults who presented with anxiety and mood disorders, personality disturbance, and substance abuse.
- Attended weekly supervision meetings with a Chartered Clinical Psychologist; verbally presented case material, discussing case conceptualization and therapy process, and resolved any issues.
- Wrote letters and integrative reports to clients and their referrers upon the conclusion of therapy.

Clinical Workshops & Specialized Training

COGNITIVELY-BASED COMPASSION TRAINING (CBCT) COURSE

11/2017

Jewel Heart Tibetan Buddhist Learning Center, Ann Arbor, MI

Trainer: **Geshe Lobsang Tenzin Negi**

- Participated in a compassion meditation program based on Tibetan contemplative methods that is taught as research protocol at Emory University's Center for Contemplative Science & Ethics.

ASSESSING AND MANAGING SUICIDE RISK (AMSR): CORE COMPETENCIES FOR BEHAVIORAL HEALTH PROFESSIONALS

7/2017

University of Michigan, Ann Arbor, MI

Trainer: *Kathy Lewis-Ginebaugh*

Clinical Workshops & Specialized Training (*continued*)

- Attended a one day training workshop for mental health professionals to learn how to better assess suicide risk, plan treatment, and manage ongoing care of clients at risk of suicide.

SUICIDE TO HOPE: A RECOVERY AND GROWTH WORKSHOP

3/2017

University of Michigan Mary A. Rackham Institute (MARI), Ann Arbor, MI

Trainer: *Anne Kramer*, LMSW

- Attended a one-day workshop for clinicians and other professionals who work with persons previously at risk of and currently safe from suicide and learned various tools to work together with persons with experiences of suicide to develop achievable and significant recovery and growth goals.

COMFORT IN THE UNCOMFORTABLE: USING IMPROV AS A TOOL IN MENTAL HEALTH WORK

3/2017

University of Michigan Depression on College Campuses Conference, Ann Arbor, MI

Trainers: *Jessica Alexander*, MFA, **Callie McKee**, MFA, **Mary Jo Desprez** & **Chris Esparza**, MA

- Attended a half day workshop on the emerging field of applied improvisation, which uses principles, skills, and mindsets developed in comedy, jazz, and theatre for non-theatrical purposes, as a mechanism and skill set for creating connections, collaboration, and dealing with change and complexity in mental health work.

GROUP ATTACHMENT-BASED INTERVENTION (GABI) TRAINING

9/2015

Montefiore Medical Center, Bronx, NY

Instructors: *Anne Murphy*, Ph.D, *Miriam Steele*, Ph.D. & *Howard Steele*, Ph.D

- Attended an all day training after completing a 10-hour online course intended for clinicians working with vulnerable families with infants and toddlers reviewing the theory and research behind Group Attachment-Based Intervention (GABI). The most common issues in GABI's provision were addressed to promote secure parent-child attachment and prevent or treat disorganized attachment relationships in young children with parents whose histories and current adverse contexts place them at risk.

FAMILY STUDIES SEMINAR

Duke University Medical Center, Durham, NC

7/2014-6/2015

Instructors: *Susan Hazlett*, Ph.D, *Karen Wells*, Ph.D., & *Edward Bridges*, M.D.

- Attended weekly 1.5 hour family therapy seminars with psychology interns, psychiatry residents, and child psychiatry fellows. Examples of didactics include: structural concepts in family functioning, circular pattern diagrams and case formulation, Bowenian theory and genograms, attachment theory, couple's therapy, emotion-focused therapy, substance abuse, parent training, and diversity issues.

SUPERVISION SEMINAR

Duke University Medical Center, Durham, NC

8/2013-12/2013

Instructor: *Christian Mauro*, Ph.D

- Attended monthly seminars with psychology graduate students and interns discussing theories and methods of supervision and issues that arise in the context of supervision.

Clinical Workshops & Specialized Training (*continued*)

- Seminar topics included ethical and legal considerations, models of supervision, process issues within the supervisory relationship, and issues related to diversity.

ACCEPTANCE-COMMITMENT THERAPY SEMINAR

Duke Center for Eating Disorders, Durham, NC

7/2013-6/2014

Instructor: *Rhonda Merwin*, Ph.D

- Participated in weekly 2-hour didactic seminar reviewing the theoretical underpinnings and clinical methods of ACT, the evidence-based treatment of eating disorders, and group supervision of observed cases with psychiatry residents, child psychiatry fellows, social workers, and psychologists.

MOTIVATIONAL INTERVIEWING WORKSHOP & CBT LIVE SUPERVISION

Duke University Medical Center, Durham, NC

07/2012-06/2013

Instructor: *Julie Seel*, Ph.D

- Participated in weekly 2-hour didactic supervision meetings with psychiatry residents, medical psychology interns, and social workers, which entailed observing and discussing live therapy sessions with feedback provided via a computer screen while in session and reviewing therapy process, case conceptualization, and didactics on cognitive and behavioral therapy.
- Attended a 2-day workshop reviewing the theory and techniques of motivational interviewing, which entailed observation and direct practice with role-playing of clients.

RORSCHACH & PROJECTIVES SEMINAR

University of North Carolina at Chapel Hill, Chapel Hill, NC

10/2012

Instructor: *Paul Merwin*, Ph.D

- Attended a full day training seminar on the administration, scoring, and clinical interpretation of the Rorschach using Exner's system.

PSYCHOLOGICAL ASSESSMENT FOR CHILDREN

Bryn Mawr College, Bryn Mawr, PA

9/2009-12/2009

Instructor: *Staci Heindel*, Ph.D

- Attended a semester-long child assessment course with a weekly seminar followed by a "laboratory" with a hands-on introduction to the administration, scoring, and interpretation of major tests of cognitive abilities, information processing (i.e., memory, perceptual, auditory processing, and language functioning), and reading and writing skills that are used with children and adolescents in school.
- Seminar topics focused on defining intelligence and learning disabilities/differences within a developmental framework, psychometrics of major test instruments and multicultural considerations, and identifying appropriate interventions based on knowledge of research-based "best practices."
- Conducted comprehensive assessments on three school-aged children (one for clinical referral) with a focus on integrating test scores with qualitative observations about the strengths and needs of students and wrote seven assessment reports after administering, scoring, and interpreting various measures to volunteers, which included an observed administration of the WISC-IV with corrective feedback.

Clinical Workshops & Specialized Training (continued)

- Measures reviewed include: *Wide Range Assessment of Memory and Learning (WRAML-2)*, *Children's Memory Scale (CMS)*, *Wechsler Intelligence Scale for Children (WISC-IV)*, *Wechsler Individual Achievement Tests (WIAT-II)*, *Woodcock-Johnson Tests of Cognitive Ability (WJ-III)*, *Stanford-Binet Intelligence Scales (SB-5)*, *Differential Abilities Scale (DAS-II)*, *Test of Auditory Processing Skills (TAPS-3)*, *Comprehensive Test of Phonological Processing (CTOPP)*, *Phonological Awareness Test (PAT)*, *Jordan Left-Right Reversal Test*, *NEPSY-II*, *Test of Visual Perceptual Skills (TVPS-3)*, *Beery VMI (VMI-5)*, *Rey Complex Figure Test (RCFT)*, *Test of Language Competence (TLC)*, *Comprehensive Assessment of Spoken Language (CASL)*, *Test of Language Development (TOLD)*, *Woodcock Diagnostic Reading Battery (WDRB)*, *Standardized Reading Inventory (SRI-2)*, and *Test of Written Language (TOWL-4)*.

PSYCHODIAGNOSTIC INTERVIEWING & ADULT ASSESSMENT

University of Pennsylvania, Philadelphia, PA

5/2009-9/2009

- Attended intensive summer courses in the theories and tools of psychological assessment, psychodiagnostic interviewing, and differential diagnosis. Learned how to administer, score, and interpret many standard cognitive, neuropsychological, and personality tests, including the WAIS-III, WMS-III, WIAT-II, *Wisconsin Card Sort*, *Minnesota Multiphasic Personality Inventory (MMPI)*, *Millon Index of Personality Styles*, & the Rorschach (Exner's system) with attention to case conceptualization, differential diagnosis, integrating test results into formal but accessible reports, and serving as a consultant.
- Learned to take clinical histories and administer standardized diagnostic interviews like the mental status exam, the SCID I and II for DSM-IV, the ADIS, and various clinician rating scales such as the Hamilton Rating Scale for Depression. Some self-report symptom inventories and computerized diagnostic tools (e.g., TOVA) were reviewed and used as well.

Departmental Service

Intern Representative Mary A. Rackham Institute Clinical Training Committee	2016-2017
Duke University Representative , APA Society of Clinical Psychology (Division 12)	2013-2017
Duke Student Liason , Council of University Directors of Clinical Psychology	2012-2016
Course Development Advisor , Duke University's House Course <i>Positivity in Action</i>	2012
Campout Research Coordinator , Duke Interdisciplinary Initiative in Social Psychology	2011
Departmental Representative Proxy , Duke Graduate and Professional Student Council	2010-2011
Reviewer , The Journal of Positive Psychology	2010-2013
Desk Duty Volunteer , Duke Psychology Clinic	2010-2012
Mentoring Fellow , University of Pennsylvania Grad/Undergrad Mentoring Program	2009-2010
Organizer & Host , University of Pennsylvania Psychology Prospective Weekend	2008-2010
Class Representative , City University MSc Program in Counselling Psychology	2007-2008

Professional Memberships

<i>National Institute of the Teaching of Psychology (NITOP)</i>	2018-Present
<i>Society for the Teaching of Psychology (APA Division 2)</i>	2017- Present
<i>Association of Psychological Science</i>	2016-Present
<i>Society of Clinical Child & Adolescent Psychology</i>	2014-Present
<i>Social Personality and Health Network</i>	2012-Present
<i>International Positive Psychology Association</i>	2012-Present
<i>International Society of Self & Identity</i>	2012-Present
<i>American Psychological Association</i>	2010-Present
<i>Society of Clinical Psychology (APA Division 14)</i>	2010-Present
<i>Society for Personality and Social Psychology</i>	2005-2006 & 2010-Present
<i>Society of Duke Fellows</i>	2010-2017
<i>British Psychological Society, Division of Counselling Psychology</i>	2007-2008

Additional Skills & Languages

- *Well-experienced* in the use of a variety of quantitative and qualitative research-gathering tools, including MediaLab, DirectRT, Qualtrics, and SurveyMonkey, and SPSS for data management and analysis.
- *Advanced* skills in multivariate statistical analyses, including multiple & logistical regression, factor & cluster analysis, and multivariate & univariate ANOVA; intermediate skills in SEM and MLM/HLM.
- *Advanced* use of **Powerpoint** and **Keynote** as well as **Canvas, Blackboard & Sakai** for instructional purposes, and rapidly gaining proficiency in integrating **student response systems** like PollEverywhere to facilitate active learning, which has been well-received by students thus far.
- **French** (Advanced), **Spanish** (Intermediate) & **Arabic** (Fluent comprehension; Intermediate spoken).

Select Activities

Pointless School of Improv: <i>Improv Student, Class Showcase Performer</i>	2017-2018
Chapel Hill French Language Meetup Group: <i>Member, Organizer</i>	2010-2015
University of Pennsylvania Choral Society: <i>Alto Member</i>	2008-2010
Harvard Cabot House Musical: <i>Lead Role</i>	2005-2006
Harvard Pforzheimer House Play: <i>Lead Role</i>	2005-2006
Harvard-Radcliffe Chorus: <i>Alto Member</i>	2004-2006
Music in Nursing Homes & Hospitals Using Entertainment as Therapy: <i>A Capella Volunteer</i>	2002-2004
Boston Medical Center Pediatric Department: <i>Volunteer</i>	2003-2004
Buckley Country Day Camp: <i>Camp Counselor for 3-5 year-old children</i>	1997-2000