Finishing Strong

The School Counseling program finishes its final year with a celebration of its students’ many achievements

Since the 1960s, Suffolk University has offered graduate-level education in school counseling. This year’s students, along with the hundreds of other graduates working as school counselors within the city of Boston, around New England, and throughout the country and abroad, are examples of the excellent education and training they received at Suffolk.

In recognition of the program’s final year, we asked the students in this year’s School Counseling cohort to comment on highlights from their internship experiences. We are honored to share a glimpse into what the School Counseling students have worked on, implemented, and achieved in their final year at Suffolk.

See the full story on page 4!

Psychology Students in the Community

Psychology majors at Suffolk gain valuable work experience through internships in a variety of settings and industries. This year, over 80 psychology majors built strong connections within the Boston community through their internships and service learning experiences in our Psychology 350 and Psychology 346 courses.

(Continued on page 13)

Clinical Psychology Internship Match!

Congratulations to our doctoral students who matched for clinical internship in 2015! See their internship placements on page 14!

Inside this Issue

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Mental Health Counseling Program Update
By Dr. David Shumaker

The Mental Health Counseling (MHC) Program has enjoyed a wonderful year. Our first-year students have completed their spring semesters and, with the support of Dr. Smith-Hansen, have done a great job obtaining practicum placements for their second year.

We have a graduating class of 16 second-year students, many of whom will be returning for a third year in the Certificate of Advance Graduate Studies (CAGS) program this coming fall. For the CAGS program, we have a total of four graduates receiving their degrees this May. Several of these students have already been offered jobs in the mental health field upon graduation.

Applications for the fall 2015 incoming class are on a record pace with well over 100 applicants. We also will be welcoming in the fall our first class of students who are enrolled in the accelerated bachelors/master’s program in mental health counseling. These Suffolk undergraduates will take two courses in our program during their senior year of college and will use the credits earned in these courses for both their bachelor’s and master’s degrees. It will be a lot of fun introducing the accelerated students to our incoming cohort.

We think this accelerated program provides outstanding Suffolk undergraduate psychology majors an excellent way to get a sense of our program and its culture sooner than most students, and it will also afford these outstanding students both a cost savings and time (and anxiety) savings by waiving the GRE requirement for enrollment. Interested students should speak to their advisors or contact me at dshumaker@suffolk.edu for more information.

We would like to give a special ‘Thank you’ to Dr. Lotte Smith-Hansen, the Clinical Training Coordinator (CTC) in our department who guides our students through the practicum placement application process and monitors their progress while on practicum.

Dr. Smith-Hansen has quickly become an invaluable resource for all of our students seeking guidance, direction, and support in the practicum application process and she is building a large network of contacts and placements for future cohorts to benefit from. Thank you, Lotte!

As always, I remain most appreciative of the excellent efforts and support provided by our full-time faculty, Dr. Medoff and Dr. DiBiase. You have had so much patience and imparted much wisdom as I have transitioned into the role as program director. I couldn’t be more grateful to you both.

We would also like to offer a fond farewell to all of our CAGS and Master’s degree recipients who will be moving on to the next phases of their careers. We have most enjoyed and benefitted from all of your hard work and dedication to our program and will miss you greatly but look forward to hearing exciting updates from all of you in the future.

Please remain in touch with us and be sure to fill out the alumni surveys you will be receiving in the near future. Your feedback and wisdom is truly valued by us! Finally, we wish to thank the Psychology Department, particularly Dr. Gary Fireman and Ms. Jessica Festa, for all of their great support this past year. Our students and program are thriving in no small part due to your efforts on our behalf. Have a great summer everyone!

Interested in a career in mental health counseling?
Visit our webpage to learn more about the Accelerated Bachelor’s/Master’s Degree Program!

http://www.suffolk.edu/college/departments/55496.php
Psi Chi Induction Ceremony

On April 30th, the Psychology Department hosted an induction ceremony for the newest members of Psi Chi, the international honor society in psychology. Over 30 people attended the ceremony with a total of 14 students officially inducted.

Guest speakers Stephanie Lama and Brittany Dorer gave words of encouragement and advice to the new initiates. Stephanie Lama, MA (Suffolk Psychology, 2009) is a substance abuse clinician at Bay Cove Human Services. Brittany Dorer, MA (Suffolk Psychology, 2012) is the administrator for the Center for Autism Research Excellence at Boston University.

Members of Psi Chi have the opportunity to attend professional conventions, serve the local community through chapter service projects, and gain valuable recognition of their academic achievements.

To learn more about Psi Chi, please contact the Psi Chi faculty advisor, Dr. Amy Marks, at akmarks@suffolk.edu.

Suffolk Psi Chi Members

Please join us in congratulating the newest members of the Suffolk University Psi Chi chapter!

Andres Barragan
Kendra Cormier
Lily Dawson
Yasmeen Hamdoun
Lauren Jacobs
Felicia Krentzman
Jee Ah Lee
Maia Livneh
Ana Mesa
Anne Myrick
Laura Nesci
Rebecca Shahverdian
Doaa Usman
Christian Woodruff
Many of the School Counseling students have designed and led psycho-educational groups serving a wide range of student populations at their schools.

**Lara Solinsky**, at Stoneham High School, started a Senior Transition Group to address specific challenges: “In the fall I led a workshop for students on developing stress coping mechanisms, and I am currently creating curriculum and running a four-lesson senior transition group to prepare students to gain the skills and knowledge necessary to be successful in college.”

Lara has already seen results: “The data so far has shown that due to these interventions students have reduced their perceived stress levels, developed strong coping mechanisms, such as C-breathing, and are learning useful skills such as analyzing financial aid award letters and how to read a course syllabus.”

**Taylor Height**, at Lexington High School, developed a six-session group curriculum aimed at increasing transfer student connectivity and academic success. “The students discussed their fears and anxieties, offered each other advice on how to make friends, and supported each other through academic struggles. After six sessions, the data showed that the students had higher grades, stronger connections to staff, became involved in more clubs, and had gained a strong peer group.”

**Keri Caddigan**, at Stoneham High School, developed and ran a group for girls with anxiety: “Our time together is a way for them to express their worries and anxieties in a comfortable setting, as well as a place for them to build up confidence and coping skills. The girls have shown great improvements in openly talking about stressors as well as giving constructive feedback to the other members.”

**Lauren McCart**, at Whitman-Hanson Regional High School, has been involved in the co-leadership of an anxiety group and a bereavement group.

When talking about this important work Lauren says, “It has been an incredibly humbling experience working alongside and learning from Amy Burns, the high school's...”
adjustment counselor, as well as these students who display true grit and resilience while working through this four year journey.”

**Jordan Shapiro**, at Needham High School, worked with the school social worker to develop a unique cooking group at his school. Jordan describes the motivation behind starting this group: “We saw this group as an opportunity to break up the monotony of the school day for students struggling with some significant issues and to get them in a comforting environment to be themselves, cook food, and interact with each other in a different context.”

Other School Counseling students have developed programs, long and short term, to help meet specific needs in their school sites. They run the gamut from workshops to ongoing student programs and highlight the multifaceted role of the counselor.

**Jackie Carrier**, at Milford High School, designed a peer tutoring program to help underachieving students improve their academic success. Jackie explains, “Overall this program has been a win-win-win. Students benefit from having a peer help them, tutors benefit because they learn a valuable skill that can turn into a job in college, and teachers benefit because they are no longer overwhelmed with the demand of students needing extra help.”

**Patrice Fong**, at Weymouth High School, has successfully launched the school’s first ever career fair. This event provided an opportunity for 1,000 students to interact with local business representatives and explore different career pathways.

In preparing for the fair, Patrice has done everything from conducting research, to planning event logistics and placing transportation requests, to drafting communications.

“On days that I am not meeting with other staff members or working with teachers and students to prepare them for the fair, I am on the phone with a service provider, editing a document, negotiating room reservations, practicing patience, or dreaming about the career fair. It was truly an awesome experience!”
Tracy Domitrz, at Boston College High School, worked with the other intern at her school to develop and host a day-long Healthy Relationship workshop with a sister school.

“This day-long program focusing on healthy communication, conflict resolution, and open dialogue about their concerns in relationships was an amazing way to see counseling in action with the students.”

Jill Hall, at Watertown High School, has been working with her department to transform the conference room into the school’s first career center.

“We have transformed the conference room into a new space for students to come and explore colleges and careers, build their resume, learn how to interview, apply for scholarships, complete applications and more.”

Other school counseling students highlight the development of their one-on-one counseling skills as well as large group leadership through teaching developmental guidance lessons.

By utilizing what they learned through our Suffolk program, they have made strong connections with a wide range of students both individually and in the classroom.

Katie May, at Wellesley High School, talks about the way these relationships developed within the classroom by being able to teach classes in all four grades: “It’s been such a valuable experience learning how to teach on such a wide range of topics and interact with students in different contexts.”

Jenn Ly, at Canton High School, speaks of what she learned from creating and conducting classroom lessons for the 10th grade Developmental Guidance Program. The sophomore curriculum focuses on helping sophomores through self-examination to create a career development plan.

“It was my first time having to learn new material about what I was teaching, teaching it to the kids, and learning what strategies work best for classroom management. Overall, it was an amazing experience and really helped me prepare for my job as a counselor. I’ve worked with talented, dedicated educators and learned so much from my time at Canton High.”
Shanika Boadu, at Boston Latin Academy, has had the unique opportunity to work with students in grades 7 through 12 and has developed strong one-on-one counseling skills. She adds, “I’ve worked with students of diverse cultural backgrounds and identities and have also been able to support students of varying developmental stages.”

Kira Wong, at Weston High School, was able to use her skills to make improvements to the counseling and classroom guidance program the department was conducting with each grade. “Throughout my time I have integrated and led mindfulness-based stress reduction exercises into our developmental guidance curriculum for all juniors and seniors.”

As the final cohort, the School Counseling students say they are proud to have been Rams and will continue on the tradition of providing excellent counseling services to the students at their schools for years to come.

The Psychology Department would like to thank Carol Kerrissey for leading the School Counseling program through its final year. We are tremendously grateful for her expertise and leadership during this transition.

Thank you, Carol!
Christina Caso earned her Bachelor of Science from Suffolk University in 2013. She is now a research assistant at Massachusetts General Hospital in the Department of Neurology. During her time at Suffolk she was a teaching assistant, research assistant and data entry clerk and was heavily engaged in the Suffolk community.

What is one of your favorite memories from your time at Suffolk?

It’s challenging to identify one memory in particular (especially after having spent a year abroad), but what comes to mind beyond that is a collection of great friends and faculty, mind-opening conversations and lectures, and a ton of coffee.

I have the fondest memories of summer Brain Camp with Aly Negriera and Dr. Jerram as well as Dr. Harkins’ “Psychology of Self and Identity” course. These two things revolutionized my experience at Suffolk and have impacted my life in ways that I haven’t fully processed. It also warms my heart to remember the courses that I took with Drs. Swenson, Moes, and Fireman.

Do you have any advice for current undergraduate students?

Seek out mentors wherever you can find them and make it your mission to learn as much as possible. Thinking about and engaging in what you learn outside of the classroom isn’t as bad as it might sound.

I’d also say it’s important not to accept everything that you’re told. Keeping an open mind and questioning the people and things around you can be really empowering.

Finally, if you wish to evolve as a person and advance in your personal and professional life, it is essential that you advocate for yourself.

Are there any resources you wish you had used while at Suffolk?

I’d definitely say that I took advantage of the resources that Suffolk had to offer, although my deepest academic regret is not exploring more of the courses offered by the psychology department and other departments. I find the interdisciplinary nature of psychology to be fascinating and believe that additional humanities courses would have complimented my knowledge of psychology in profound ways, as deeply understanding the synergy between them would have required a lot of critical thought.
Alumni Highlight

Geneva Gann

Geneva Gann graduated from Suffolk University with a joint master’s degree and a Certificate of Advanced Graduate Study (CAGS). She received her Master of Science in Mental Health Counseling and Master of Science in Crime and Justice Studies in 2013 and her CAGS in Mental Health Counseling in 2014.

She currently works as a clinician for the Department of Youth Services in a juvenile male detention hardware-secure facility. She has been with the Department for two years, conducting Dialectical Behavior Therapy groups and providing individual counseling to adolescent males awaiting trial and sentencing within the juvenile justice system.

For the past six months, Geneva has been a Northeast Gang Intel Liaison for the Department of Youth Services, working in conjunction with DYS gang intelligence officers to ascertain specifics regarding gangs within the Northeast region of the state. Within her roles with the Department, she is able to use skills from both of her masters’ degrees.

Geneva’s passion for working with at-risk youth has steadily increased over the past few years and is validated through the counseling that she provides to the young men on her caseload and through working closely with their families, probation officers, and attorneys. She finds great joy in watching her clients navigate through the juvenile justice system and is humbled by their growth and appreciation for the services provided.

“What is one of your favorite memories from your time at Suffolk?”

I have many great memories from when I attended Suffolk. In particular, I remember arduously working on my diagnoses from the case studies given in Dr. Medoff’s diagnosis class and striving to finally determine the correct GAF score. Lastly, I always look back fondly on the laughs I had from bothering both Dr. Medoff and Dr. Shumaker in their offices before classes.

“Do you have any advice for current graduate students?”

The best piece of advice I can offer to current students is to understand the importance of self-care. Finding a balance between work and leisure has helped me maintain positivity even through some of the toughest days. Lastly, relax! If you survived awkwardly watching yourself counsel another classmate on video, you can tackle anything within the mental health field.
Alumni Highlight

Art Fergusson

After earning a Bachelor of Arts from Harvard University in history of science and a Master of Arts in counseling from Framingham State College, Art Fergusson enrolled in the Clinical Psychology doctoral program at Suffolk and completed coursework in the Clinical Child Concentration and practicums in multiple settings (e.g., Walker School, The May Institute, Newton Public Schools, Boston Public Schools and the Bedford VA Hospital).

Dr. Fergusson completed a pre-doctoral internship at the Center for Multicultural Training in Psychology at Boston Medical Center with placements at the Lemuel Shattuck Hospital and the SPARK Center in Mattapan. After receiving his PhD in 2010, he went on to complete a post-doctoral fellowship in Child Neuropsychology at the Integrated Center for Child Development.

Dr. Fergusson is currently employed as a psychologist by Newton Public Schools and conducts assessments for students with symptoms of learning disabilities, developmental disorders, psychological disorders as well as neuro-psychological deficits. In addition, Dr. Fergusson is a member of the multi-disciplinary crisis team, which plans and organizes crisis intervention throughout the district. Dr. Fergusson also lectures as an adjunct faculty at Northeastern University and Framingham State College. He lives with his family in Billerica, MA.

What is one of your favorite memories from your time at Suffolk?

Among my favorite memories are the hours spent at the 21st Amendment after Dr. Jerram’s Multivariate Statistics class. I doubt there was anything more productive we could have done after class on a Friday afternoon. I had amazing teachers and mentors in Drs. Fireman, Coyne and Sandberg, to name a few. In addition, serving as a teaching assistant for Dr. Webb’s introductory psychology class was an enriching learning experience. I was fortunate to be part of a very fun and close-knit cohort with whom I developed wonderful friendships.

Do you have any advice for current doctoral students?

My advice for current students are the following; First, get into the habit of immersing yourself in the literature and staying current. This is much harder to do when you’re out in the field. Second, spend some time networking. Regional and national conferences provide a wonderful opportunity to do so. These opportunities may provide future employment or collaboration. Finally, do something in the field that excites you. Clinical practice, teaching and/or research can be very demanding. However, if you enjoy what you do, work doesn’t always have to feel like work.
Psychology Department Awards

Each year the Psychology Department presents several awards to undergraduate and graduate students in recognition of their hard work and commitment to their studies. Please join us in congratulating this year’s award recipients!

Undergraduate Awards

High Academic Achievement Award
Christian Woodruff

This award is given to the psychology major with the highest psychology GPA. We are pleased to award this to Christian in recognition of his outstanding academic performance both in psychology and in the curriculum as a whole.

Elizabeth Williams Award
Kendra Cormier

This award was established in October 1990 by Professor Elizabeth S. Williams and her husband Calvin Williams to provide financial assistance to a student majoring in psychology in the College of Arts and Sciences.

The fund was created to recognize the many contributions made by Elizabeth S. Williams, who for 20 years served as a professor of psychology at Suffolk University and as an adjunct at other Boston area schools. The award is given to an undergraduate psychology major who has Honors in Psychology and has made a significant contribution through the Psychology Department to the field or community.

Master’s Awards

Mental Health Counseling Outstanding Graduate Student Award
Maria Karavalaki

This award is based on three domains including overall GPA, clinical competence, and development of professional identity. Maria has earned this award by virtue of her superb performance in all of these areas.

School Counseling Program Students of the Year Award
Tracy Domitrz & Katherine May

This yearly award is given to one or more students in the School Counseling program who demonstrate academic excellence.

See Page 31 for our Doctoral Award Winners!
Launching Your Career in Psychology

The Psychology Department introduces a new professional development course for undergraduates

“What are your plans for after graduation?” Does contemplating that question bring up feelings of excitement and anticipation? Or, do these words stir up anxious apprehension, uncertainty, and maybe a little dread? For many students, the answer is “all of the above.”

One of the best—and worst—things about being a psychology major, depending on your perspective, is that your career options are wide open. Fewer than 25% of psychology majors nationally work in the mental health field after graduation. Others go on to entry-level positions in community advocacy, marketing, sales, probation/parole, childcare, or human resources/administration.

Thinking about graduate school? Psychology majors often head off to get graduate degrees in mental health counseling, school counseling, social work, education, or applied behavioral analysis. More of an interest in research? Psychology majors can apply to PhD programs in clinical psychology, organizational psychology, developmental psychology, social psychology, and more.

If all of these choices feel a bit overwhelming, help is on the way.

Starting in the fall of 2015, the psychology department will be offering a one-credit hybrid course titled Psychology 340: Professional Development and Careers in Psychology.

This new course will (1) provide a deeper and more realistic understanding of the various subfields of psychology so that you can make more informed career decisions and (2) equip you with the resources and tools necessary to effectively use your psychology degree in the current job market.

Students who plan to take Psychology 350: Psychology Internship in the Spring of 2016 or later, will be required to take Psychology 340 first as a prerequisite. However, the class is not in any way limited to those who plan to take Psychology 350. We hope all of our psychology majors will consider taking the class as just one of many steps toward their dream careers.

Learn more!

Students can learn more about possible internship sites by visiting the Undergrad Psych Resources site within Blackboard. This site, created by Dr. Orsillo, is a new addition that all psychology undergraduate students can access at any point during their time here at Suffolk.

Have questions about finding an internship? Visit our FAQs page: http://bit.ly/1A4ULVb
Psychology Rejoins STEM

The Psychology Department is excited to be rejoining the Science Technology Engineering and Mathematics initiative at Suffolk University. Faculty representative Dr. David Gansler assisted in preparing for and planning this year’s STEM reception, held April 27 in Sargent Hall.

The Psychology Department was well represented at the reception by six exceptional psychology undergraduates who presented four posters. The following students conducted extensive research, designed informative posters, and gave outstanding presentations at this year’s reception.

Title: How do we measure the output of the frontal lobes? Authors: May H. Mishal, Dr. David Gansler, Dr. Ayse Aycicegi, & Wayne M. Dinn

Title: Associations among Startle Response to Loud Tones, Trauma, Psychological Adjustment, and Risky Behaviors Authors: Allison E. Spagnoulo & Dr. Michael Suvak

Title: College Aggression and Social Strategies Authors: Melanie Ritz, Zachary Silver, Dan Glass, & Dr. Gary Fireman

Title: Reactivity to Stress in Infancy: Predictions from Temperament and Heart Rate Variability Authors: Sarah K. Anderson, Hannah E. Jamron, & Dr. Rose DiBiase

Psychology Students in the Community Experiential Learning

Below is a sampling of different industries, duties, and opportunities that can be explored through either of our experiential learning courses! For more information visit the Undergrad Psych Resources site within Blackboard.

Business
Interns typically assist the marketing/social campaigns of the company. This includes reviewing marketing content and creating promotional resources for target populations.

Mental Health Centers
Interns help with data collection and analysis of performance outcomes. They may also graph client data, participate in clinical meetings and record meeting minutes.

Education
Interns create lesson plans to promote specific core skills, provide language and literacy skills to children, and identify children’s individual needs.

Human Resources
Interns typically update employee files, coordinate weekly meetings, and develop leadership skills and team building skills.

Non-Profit Organization
Interns typically engage with volunteers and youth, gather data regarding resources, provide administrative support, and work with underserved populations.

Government
Interns attend legislative briefings, engage in legislative research and answer phone calls from constituents.

Research
Interns engage in data collection, conduct data analysis, and participate in research meetings.
As he prepares to transition into his new role as Professor Emeritus, Dr. Michael Basseches recalls his rewarding experiences at Suffolk.

Beginning in 1992, I got to know Suffolk through teaching several courses as an adjunct. Then in 1995, Suffolk moved from the periphery to the center of my professional life. I was hired as Co-Director of Clinical Training to help Suffolk create a PhD program in Life-Span Clinical-Developmental Psychology. It seemed like the perfect job to me.

Having helped establish clinical-developmental psychology training programs at both the Clinical-Developmental Institute and at Harvard’s Bureau of Study Counsel, helping to create a PhD program in clinical-developmental psychology at Suffolk seemed a logical next step. Also, after hearing countless stories of negative experiences of psychotherapy over 11 years of psychotherapy and supervision practice, I was eager to systematically research, write and teach about how psychotherapy succeeds and fails.

Some challenges of my role at Suffolk I felt prepared for at the start. Programs could not apply for APA accreditation until they had been in existence for 5 years. Thus all we could offer incoming students was intent to apply for APA accreditation by the time they graduated. This required recruiting students who were so passionate about the clinical-developmental model that they would prefer to come to Suffolk than to an accredited program.

A Rewarding Adventure
By Dr. Michael Basseches

The faculty of the Psychology Department at Suffolk University would like to congratulate all eleven of our students who matched for clinical internship in 2015! This year, we are pleased to announce that we received a 100% match rate for our program. The overall national average is 76.3% match rate across all programs and 78% match rate among clinical doctoral programs.

Clinical Psychology Internship Match

<table>
<thead>
<tr>
<th>Doctoral Student</th>
<th>Internship Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meghan Kearns Collier</td>
<td>VA Connecticut Healthcare System (West Haven, CT)</td>
</tr>
<tr>
<td>Haley Duncanson</td>
<td>MGH/Harvard Medical School (Boston, MA)</td>
</tr>
<tr>
<td>Jadig Garcia</td>
<td>Virginia Treatment Center for Children (Richmond, VA)</td>
</tr>
<tr>
<td>Sarah Getz</td>
<td>VA Medical Center – Miami (Miami, FL)</td>
</tr>
<tr>
<td>Timothy Quinones</td>
<td>Edith Nourse Rogers Memorial VA Medical Center (Bedford, MA)</td>
</tr>
<tr>
<td>Esther Reidler</td>
<td>VA Maryland Health Care Services (Baltimore, MD)</td>
</tr>
<tr>
<td>Kay Schwader</td>
<td>VA Central Western Massachusetts (Leeds, MA)</td>
</tr>
<tr>
<td>Kate Smidt</td>
<td>VA Boston Healthcare System (Boston, MA)</td>
</tr>
<tr>
<td>Elena Tenenbaum</td>
<td>Alpert Medical School of Brown University (Providence, RI)</td>
</tr>
<tr>
<td>Roni Tevet</td>
<td>Edith Nourse Rogers Memorial VA Medical Center (Bedford, MA)</td>
</tr>
<tr>
<td>Julie Yeterian</td>
<td>VA Boston Healthcare System (Boston, MA)</td>
</tr>
</tbody>
</table>
Another challenge was building around the existing strengths of Suffolk Psychology faculty. Even with renowned neuropsychologist Edith Kaplan, my Co-Director Deirdre Barrett, and me as new hires, we did not have the sized core clinical faculty typical of Clinical PhD programs. Instead our very talented core faculty represented the breadth of psychology—personality psychology, social psychology, experimental psychology, sports psychology, consumer psychology and, of course, developmental psychology.

Despite the challenges, I loved the teaching and scholarship I had the chance to do at Suffolk. I appreciated Suffolk’s structuring my position as half-time, allowing me to continue to practice psychotherapy (which sustains my soul in an essential way) both at the Bureau of Study Counsel and privately. But my proudest accomplishments at Suffolk were 1) creating “self-studies” of the program with the cooperation of my colleagues, and organizing APA site visits of the program, earning accreditation as a “PhD program in Clinical Psychology with an emphasis on Clinical-Developmental Psychology” in 2000, followed by 7 more years of accreditation in 2003 and 2) watching the vast majority of our students admitted in those first 5 years become well-respected psychologists in Massachusetts and beyond.

Part of my Suffolk adventure included a dramatic role change from the 1995-2005 decade to the 2005-2015 decade. How did it happen? The University and I agreed in 2000, when I was promoted to full professor, that I would lead the 2003 reaccreditation efforts but then would step out of my administrative role. The research program I had hoped of developing had been slowed by my administrative responsibilities along with my clinical work.

When 2003-2004 came, we’d had the good fortune to discover a great candidate for Suffolk’s first full-time Director of Clinical Training. Gary Fireman, whom I selected as one of our 2003 site visitors because of his background in both clinical and developmental psychology, expressed an interest in returning from Texas to the Boston area.

After Gary arrived, I served on a committee to consider potential changes to the doctoral program. One problem I remember facing was that recent hiring decisions put other priorities ahead of maintaining the focus on clinical-developmental psychology, resulting in some faculty not identifying with or understanding the idea of “clinical-developmental psychology.” Another problem was the financial burden placed on Suffolk PhD students, whose tuition was higher and whose financial aid was lower than most APA accredited clinical psychology programs. Gary suggested, and the committee approved, the idea of a more streamlined curriculum based on the curricular structures representing common denominators of most Clinical Psychology PhD programs. Ultimately, this allowed coursework to be completed in three years, thereby significantly reducing the cost burden on students.

Once the mission of the program shifted from clinical-developmental psychology to clinical psychology, my role switched from being a principal spokesperson for the program’s core ideas to that of a professor, offering one among a range of approaches to psychological practice and research.

Meanwhile, the program matured as the faculty diversified. Talented students and faculty produced a rich panoply of research and scholarship, clinical training became more eclectic as our students became more in demand locally at practicum training sites and nationally at internships, and Suffolk secured its place in the clinical psychology mainstream.

But my seeing myself as outside that mainstream, both in the way I approach psychotherapy and my related way of approaching research, led to my new role of “providing alternative perspective” in students’ (especially clinical) training. I have so much appreciated the last decade of students’ feedback regarding how I helped them to see both work with clients and professional development differently, even if the language entailed in this view remains challenging to integrate with mainstream clinical discourse.

I approach retirement with deep appreciation of work done with students and colleagues across many historical changes at Suffolk. I’m eager to remain connected with students, faculty, and work of the department and to share in whatever adventures may emerge from where we all are now. Thank you, everybody!
With spring fever upon us we come to the conclusion of another very successful year for the doctoral program.

As always, the members of our student body continue to amaze us with their performance in the classroom, their work in their practicum training, their publications, appearing in top-tier academic journals, and their scholarship and scholarly presentations at regional, national, and international conferences. Congratulations everyone!

We offer special recognition to those who accomplished major developmental milestones this past year. First, we say goodbye and best wishes to those students who completed their doctoral studies this year (Kristen Batejan, Adriana DeAmicis, Erin Hill, Aviva Katz, Renee Poulin, Twyla Wolfe, & Eva Woodward). Second, we congratulate the eleven students who matched for clinical internship in 2015 (Meghan Collier, Haley Duncanson, Jadig Garcia, Sarah Getz, Tim Quinones, Estie Reidler, Kay Schwader, Kate Smidt, Elena Tenenbaum, Roni Tevet, & Julie Yetarian). And third, we welcome the eight new students who will be joining us this fall (Lindsey Backer-Fulghum, Casey Evans, Shelly Kind, Kathryn Kozak, John McKenna, Ashley Pecchia, Alison Sagon, & Olivia Tousignant-Pienkos).

With the end of the spring semester, we also say goodbye to our dear friend and colleague Dr. Michael Basseches. Dr. Basseches has been affiliated with the Psychology Department for over 20 years, and his foundational and ongoing contributions to the doctoral program specifically and to our larger community more generally are far, far too numerous to count. Suffice it to say, we have been fortunate to have had the pleasure of working with and learning from Dr. Basseches. Michael, here’s hoping that the ensuing days bring you much health and happiness as you stroll the beaches between Costa de Caparica and Fonte da Telha.

The challenge of these newsletter updates is having so much to say and so little space to say it. Drs. Liverant and Smith-Hansen—congratulations for surviving and thriving during your first year as members of our faculty! Dr. Sarah Schwartz, we look forward to you starting your appointment with us this fall. To the rest of our fabulous doctoral faculty—thank you, congratulations on all that you have accomplished this past year, and keep up the fantastic work!

Now, if you are still reading this, please put the paper down for a moment and go outside. It’s spring!

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**The Doctoral Program Turns 20!**

This coming fall marks the 20th anniversary of the Clinical Psychology program, and to celebrate, the Psychology Department will be hosting an event-filled anniversary bash! For more information or to lend a hand in the celebration, please contact Dr. Matthew Jerram at mjerram@suffolk.edu.

All are encouraged to join in the festivities!
Meet the 2015 Clinical Psychology Cohort

Join us in welcoming the 2015 cohort of the Clinical Psychology doctoral program. We look forward to working closely with each of our newly accepted students this coming fall!

Lindsey Backer-Fulghum will be entering the program as a respecialization student. She is currently graduating from Baylor University with a PhD in Social Psychology and a minor in statistics and is teaching psychology courses at McLennan Community College in Waco, TX. Lindsey enjoys volunteering at animal shelters, hiking, reading a good book, and playing nerdy table-top board games. She is looking forward to moving to Boston and experiencing all the rich history the Northeast has to offer! Lindsey is very excited to join her cohort in the fall and begin her training as a Clinical Psychologist!

Originally from Saint Petersburg, FL, Casey Evans graduated from Williams College with a BA in psychology. She has been living in Boston and working as a psychometrist and research assistant at the Psychology Assessment Center at Massachusetts General Hospital for the past two years. Casey enjoys running, reading, and traveling, and she is excited to be joining Dr. Gansler’s lab in the fall!

Shelley Kind graduated from Colby College with BA’s in psychology and English. She currently works at Boston University as the research assistant for two NIH-funded treatment studies for anxiety. Shelley loves to bake, share things she bakes, explore Boston and Maine, and rock climb. She’s excited to be in Dr. Liverant’s lab and to meet her Suffolk cohort and the rest of the clinical students!

Kate Kozak graduated from The George Washington University with a BA in psychology and a minor in biology. She found a passion for feminism while studying gender studies abroad in Budapest, Hungary, and developed a love of service in the Alpha Phi Omega community service fraternity. She is looking forward to exploring these interests in Dr. Harkins’ lab. Kate enjoys yoga, crocheting, and learning foreign languages, and she can’t wait to be back in the Boston area near her family after four years in Washington, DC.

John McKenna graduated from Northeastern University with a BS in psychology and minors in gender studies and human services. He has worked as a research intern at Boston Children’s Hospital where he helped conduct research exploring developmental dyslexia in children and infants. John was also a national competitor in figure skating and a member of the United States Figure Skating Association National Team. In addition to skating, John enjoys drawing, cooking, feminist literature, and 90’s sitcoms. He is excited to join Dr. Marks’ lab and Suffolk University’s Center for Learning and Academic Success as a graduate fellow!

Ashley Pecchia graduated from the University of New England with a BA in psychology, and from Boston University School of Medicine with an MA in mental health counseling and behavioral medicine. Through her MA degree program, she has obtained clinical experience in a myriad of settings with a variety of populations. This includes college counseling and working with a disenfranchised population in a partial hospitalization program. In her spare time, Ashley enjoys reading, painting, yoga, and running, especially all around this beautiful city! She is thrilled to be joining her cohort at Suffolk come autumn and is very excited about working with Dr. Ray in her lab.

Olivia Tousignant-Pienkos graduated from Vassar College with a BA in neuroscience and behavior. She currently works at the Cambridge Eating Disorder Center (CEDC) where she gets to lead DBT Mindfulness and Bibliotherapy groups. Olivia lives in Somerville and enjoys biking, singing, and playing soccer. She is very excited to join the Suffolk community and to be a part of Dr. Fireman’s lab!

Alison Sagon graduated from the University of Michigan with a BA in neuroscience and behavior. She currently works at the Cambridge Eating Disorder Center (CEDC) where she gets to lead DBT Mindfulness and Bibliotherapy groups. Olivia lives in Somerville and enjoys biking, singing, and playing soccer. She is very excited to join the Suffolk community and to be a part of Dr. Fireman’s lab!

Alison Sagon graduated from the University of Michigan with a BA in psychology and a minor in American culture. She enjoys running, exploring the city, and warm weather. Ironically, she is looking forward to returning home to the northeast. She is excited to join Dr. Orsillo’s lab and to begin working with her cohort at Suffolk!
The 2015 commencement ceremony was held at the Blue Hills Bank Pavilion on Sunday, May 17. Guest speakers Governor Charles Baker and Farm Aid Executive Director Carolyn Mugar gave words of advice and encouragement and were presented with honorary doctorate degrees in public service.

Congratulations to all undergraduate and graduate students who received their degrees at the 2015 ceremony!

Ph.D. Clinical Psychology

Left to right: Kristen Batejan, Erika Clark, Adriana DeAmicis, & Michelle Jackson
Not pictured: Erin Hill, Renée Poulin, Eva Woodward, Aviva Katz & Twyla Wolfe
M.S. Psychology

Left to right: Amanda Khan, Leela Holman, Kerrie Pieloch, Jessica Pan, Alexandra Dick & Carlos Rivera

M.S. School Counseling

Back (Left to Right): Jill Hall, Lauren McCart, Lara Solinksy, Jordan Shapiro, Jenny Ly, Taylor Height & Patrice Fong

Front (Left to Right): Shanika Boadu, Katie May, Tracy Domitrz, Keri Caddigan, Kira Wong & Jackie Carrier
Students and their friends and family filled the Blue Hills Bank Pavilion for the College of Arts and Sciences Graduation Ceremony on May 17th.

Left to Right: Psychology faculty members Drs. Susan Orsillo, Amy Marks, Gary Fireman, and Matthew Jerram
School Counseling student Shanika Boadu receiving her diploma

School Counseling student Tracy Domitrz

Special thanks to Suffolk University photographer Michael Clarke for contributing commencement photographs to our spring newsletter!
Dr. Matthew Jerram and Eileen Mieses, both Suffolk alumni, at the College of Arts and Sciences Graduate Reception.

Doctoral students Erin Hill, Renée Poulin, Aviva Katz, and Eva Woodward gathering for a group photo after the ceremony.

Doctoral student Carlos Rivera receiving his master’s at the 2015 commencement ceremony, seen here with his mentor, Dr. Lisa Coyne.

Dr. Matthew Jerram and Eileen Mieses, both Suffolk alumni, at the College of Arts and Sciences Graduate Reception.
Doctoral student Erin Hill shaking hands with Suffolk University’s former interim president, Norman Smith.

Director of Clinical Training Dr. Lance Swenson congratulating doctoral student Kristen Batejan as she receives her diploma.
Psychology Department

News & Announcements

Diana Arntz and her husband welcomed daughter Jemma Arntz Potts on May 14, 2015.

Amanda Khan’s first-author manuscript Cerebro-cerebellar Resting-State Functional Connectivity in Children and Adolescents with Autism Spectrum Disorder was recently featured on NeuroScientistNews and San Diego 6 News.

Eva Woodward will be relocating to the VA Mental Health Research Center in Little Rock, Arkansas for a 2-year research post-doctoral fellowship in implementation science, primarily focused on primary care mental health integration.

In October, Carlos Rivera traveled to Mexico City to provide simultaneous interpretation for a 3-day workshop on Functional Analytical Psychology (FAP) and the Acceptance and Commitment Therapy (ACT) Matrix Model. The workshop was led by Benjamin Schoendorff from the Institut de Psychologie Contextuelle (Contextual Psychology Institute) in Quebec.

The Psychology Department has been approved by the APA Continuing Education Committee to continue its accreditation as a professional CE provider. We would like to thank Gaby Liverant and Abby Thibodeau who, in their first year at Suffolk, committed to revitalizing our CE program and achieved reaccreditation. Keep an eye out for many exciting CE events in the upcoming year!

The Northeastern Evolutionary Psychology Society (NEEPS) held its Ninth Annual Conference on the Evolutionary Behavioral Sciences at Suffolk University on April 9th-11th. The conference was hosted by the Suffolk University Psychology Department, and doctoral student Daniel Glass was the lead conference organizer. Over 180 participants from around the world (including Canada, the U.K., Japan, Turkey, Brazil, Germany, Austria, and Romania) came together to present and absorb original research in the evolutionary social sciences. Keynote speakers included renowned Harvard psychologists Felix Warneken and Steven Pinker, as well as pioneering evolutionary biologist Robert Trivers. Dr. Trivers participated in a panel discussion on the intersections of evolutionary and developmental psychology, and was joined by Joyce Benenson of Emanuel College, David Haig of Harvard University, and Suffolk’s own Gary Fireman. Carlos Rivera, a second-year doctoral student in the clinical psychology program, was a member of a panel on clinical applications of evolutionary psychology.


DiBiase, R. & Miller, P.M. (2015, March). *How preschoolers of differing cultures and income levels see themselves, and how they are seen by others*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.


Psychology Department Presentations


Fireman, G.D. (2015, April). Role of children’s stories, fairy tales and fables in development. Discussion following a production of Shockheaded Peter, the Modern Theater, Company One Boston, MA.


Rood, B. A. (2014, December). Transgender health and the medical system: Recognizing stressors and improving care. Symposium presentation at the Virginia Tarlow, M.D. Grand Rounds, Department of Psychiatry and Behavioral Sciences, Northwestern University Feinberg School of Medicine, Chicago, IL.


Psychology Department
Presentations


Dissertation Defenses

Congratulations to the following Clinical Psychology students who successfully defended their doctoral dissertations this spring!

**Kristen Batejan**
*Understanding Non-Suicidal Self-Injury on a Child Inpatient Unit: A Mixed-Methods Study*

**Erin Hill**
*A Review and Empirical Examination of the Child Behavior Checklist-Dysregulation Profile and its association with Psychopathology and Cognition*

**Renée Poulin**
*The Default Mode Network and Antisocial Tendencies*

**Eva Woodward**
*Identifying Resilience in HIV-Negative Sexual Minority Men with Syndemic Conditions*

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**Psychology Department Publications**


Psychology Department
Dissertation Research Award
Vanessa Alvarez
Vanessa will receive a $1,000 alumni-donated cash prize to support her research for her dissertation, titled “Exploring The Relationship Between Self-Compassion and Other-Focused Concern Using a Multimethod Approach.”

Faculty-Nominated Teaching Award
Leela Holman
Awarded to Leela for her exceptional support of undergraduate teaching in the department for the past two years.

Student-Nominated Teaching Award
Carlos Rivera & Kerrie Pieloch
Awarded for their outstanding performance as teaching apprentices during the past year.

Doctoral Student Publication Awards
Yvonne Asher, Alexandra Dick, Kida Ejesi, Daniel Millstein, and Kate Smidt
The faculty wish to recognize these Publication Award recipients for demonstrating commitment to and excellence in research through their first-authored publications or joint authorship with faculty research in peer-reviewed journals. The citations for their papers are listed below.


Congratulations to our award winners!

Make a donation today!

Your donations help fund departmental awards that greatly benefit our current students! If you would like to make a donation, please visit: www.suffolk.edu/giving. To make your gift to the Psychology Department, indicate Psychology Awards in the “other” category under “fund.” Our sincerest thanks to all who have donated in the past and to those who continue to donate!
Tremendous and heartfelt congratulations to the graduating students of 2015! This is the culmination of much time and effort, and you all should be proud. We at Suffolk have observed with pride our students’ accomplishments at both the undergraduate and graduate levels and look forward to hearing about their future experiences and achievements. We truly thank the undergraduate and graduate students, and all those who support them, for making the Suffolk University Psychology Department such a wonderful place to learn and grow.

During the past year our undergraduate and graduate students have won several awards, presented posters at national conferences, organized a highly successful psychology conference at Suffolk, published papers in journals, published book chapters, engaged in community service, and completed internship experiences at all levels. We have built partnerships with organizations throughout the Boston metropolitan area and beyond. These partnerships are created and maintained based on the performance and reputation of our students. You are our greatest ambassadors!

If you have glanced through the pages of this newsletter, you already know this has been a year of change for the Psychology Department and Suffolk University. It is an exciting time to be a part of the Suffolk University Psychology Department community, and I invite you to track and support us in this time of growth and transition. We have welcomed two spectacular new faculty, Gabrielle Liverant and Lotte Smith-Hansen, plus we will welcome a highly accomplished third new faculty this fall, Sarah Schwartz.

One faculty member is transitioning to emeritus status—congratulations, Michael Basseches! We are launching a new course this fall to support undergraduates’ professional development and experiential learning. Most notably, we are moving to a new location before the end of 2015! Yes, the old Donahue building will no longer be our home, but we look forward to our newly designed space in the Stahl building at 73 Tremont. We have had the thrill of working with architects to help design a beautiful space for students to learn, meet and collaborate, and conduct research. This space is planned to fit both our current and future needs, with state of the art technology and swing space to allow for flexibility.

I strongly encourage our readers to look inside these pages and read the remarkable achievements of our master’s students in School Counseling. This is the final cohort of students, and their work at schools throughout the area should make their colleagues and fellow alumni proud. Thank you for all you have done for Suffolk and the Psychology Department; thank you for all that you will do for the students you will guide and support in the future.

Finally, as the Suffolk community looks toward the future, please join me in giving a huge “Ram Welcome” to the new Dean of the College of Arts and Sciences, Maria Toyoda, and to our new president of Suffolk University, Margaret McKenna! Go Rams!