

# PSYCHOLOGY DEPARTMENT NEWSLETTER

Volume 13, Issue 2

Spring 2011

SUFFOLK UNIVERSITY

## 2010-2011 Graduate Award Recipients Named

The Psychology Department Graduate Publication Award aims to acknowledge publication of a student's own research, and recipients are honored at the University's annual Graduate Student Recognition Brunch. This year's recipients are **Britt Carlson Emerton, M.A., Debra Glick, M.A., Athene Lee, M.A. and Susie Michelson, M.A.** (citations of publications below). Congratulations!

**Emerton, B., Jerram, M., Deckersbach, T., Dougherty, D., Fulwiler, C., Gansler, D.**, "A Comparison of Voxel-based Morphometry and Volumetry Methods in the Context of the Neural Basis of Aggression." *Brain Imaging and Behavior*, 2009, Vol. 3, 332-341.

**Glick, D.M., & Orsillo, S.M.** (2011). Relationships among social anxiety, self-focused attention, and experiential distress and avoidance. *Journal of Cognitive and Behavioral Psychotherapies*, 11, 1-12.

**Lee, A.K.W., Jerram, M., Fulwiler, C. & Gansler, D.A.** (2011). Neural Correlates of Impulsivity Factors in Psychiatric Patients and Healthy Volunteers: A Voxel-Based Morphometry Study. *Brain Imaging and Behavior*, 5, 52-64.

**Michelson, S.E., Lee, J., Orsillo, S.M.** (2011). The role of values-consistent behavior in generalized anxiety disorder. *Depression and Anxiety* 0:1-9.

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## 2010-2011 Undergraduate Recognition Night

On April 19th, the University held its annual Recognition Day Ceremony to spotlight and congratulate Suffolk's seniors for their hard work and exceptional academic achievement. The following Psychology majors were honored at the ceremony:

### High Academic Achievement

Award Criteria  
Cumulative GPA > 3.0  
Psychology GPA > 3.75

Chelsey Brown  
Michael Brown

Nikki D'Agostino  
Brittany Dorer  
Lindsey Favacchia  
Joseph Gonsalves  
Alexandra Hernandez-Vallant  
Sheila Howard  
Stephanie O'Brien

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### Dates to Remember:

- **May 16 - July 1:** Summer I Session
- **May 19:** Academic Progress Meeting, 1:00 PM
- **May 21:** Graduate Commencement
- **May 22:** Undergraduate Commencement
- **May 30:** Memorial Day, *University closed*
- **July 4:** Independence Day, *University closed*
- **July 5 - August 19:** Summer II Session
- **September 1 & 2:** Ph.D. Program Orientation
- **September 5:** Labor Day, *University Closed*
- **September 6:** Fall 2011 Evening Classes Begin
- **September 7:** Fall 2011 Day Classes Begin

## Graduate Awards cont'd

(Continued from page 1)

New this year are two graduate Teaching Assistant awards for outstanding performance in the classroom, the Faculty-Nominated TA Award and Student-Nominated TA Award.

The Faculty-Nominated TA Award is a year-end award given to a 2nd year student who has shown a track-record of excellence in the TA role

throughout his or her time in the TA program, and who shows particular promise as a future educator. Nominees were submitted by supervising teachers, compiled, and voted on by the entire faculty. This year's recipient is **Kirstin Brown**.

This year's Student-Nominated TA Award recipient is **Brian Rood**. Undergraduates were asked to submit nominations for the award with their semesterly course evaluations,

and their numerical ratings and comments were compiled. Brian had an outstanding 20 nominations, and the highest "objective" rating by the students from his entire course - 6.95 out of 7. The comments made on his behalf were exceptional as well; he clearly went well above and beyond in his role, even among his other nominated peers.

**Congratulations!**



## Psi Chi Inducts 17 New Members

On April 28th, the induction ceremony for 17 new members of Psi Chi was held in Donahue 403 with Dr. David Pantalone presiding.

Please join me in congratulating the new initiates:

**Antonio Alvarez**  
**Ashlee Avery**  
**Cassandra Barro**  
**Christa Bazarian**  
**Alan Berch**

**Martha Covo**  
**Hayley D'Amelia**  
**Shawna-Marie Fanning**  
**Colleen Gorman**  
**Danielle Hites**  
**Sheila Howard**  
**Ericka Mollica**  
**Alex Paine**  
**Alexandra Rodriguez**  
**Jacqueline Roumanos**  
**Ashley Terhune**  
**Jenny Vaqari**

All of these students fulfilled the following membership requirements:

- Overall GPA > 3.0
- Psychology GPA > 3.4
- At least 5 psychology courses taken in residence at Suffolk

To learn more about Psi Chi, contact our faculty advisor, Dr. Amy Marks, at [akmarks@suffolk.edu](mailto:akmarks@suffolk.edu).

## Recognition Night cont'd

(Continued from page 1)

**Alexander Paine**  
**Vilma Rojas**  
**Ashley Terhune**



### Academic Achievement

Award Criteria  
*Cumulative GPA > 3.0*  
*Psychology GPA = 3.5—3.74*

**Stephanie Almonte**  
**Alan Berch**  
**Amanda Boudrow**  
**Roxette Caba**  
**Alycia Griffin**  
**Mallorie Hanson**  
**Jennifer Hitchins**  
**Adam Kalishman**  
**Kevin Leahy**  
**Gillian Murphy**  
**Florence Pauly**  
**Jennifer Waldron**

### Elizabeth Williams Award

Award Criteria  
*Voted on by the Psychology faculty and given to undergraduate Psychology majors who have Honors in Psychology (High Academic Achievement) and have made a significant contribution through the Psychology department to the field or community.*

**Alexandra Hernandez-Vallant**  
**Stephanie Lotterer**

**Congratulations to all!**

## Meet the New Ph.D. Students (11-12 Cohort)!

**Jose Arauz** is originally from Nicaragua, though he has spent most of his life in Nevada. In May 2010, he graduated from the University of Nevada, Reno with a Bachelor of Arts in psychology. His research interests include community interventions focusing on underserved populations and the ways in which socio-cultural factors affect childhood experiences. During his spare time, he enjoys spending time with loved ones, running, and watching the NBA (Go Lakers!). Needless to say, he is greatly excited about attending Suffolk in the fall!

**Aparna Arjunan** is originally from the suburbs of NYC. She received her B.S. in Journalism and Psychology from Northwestern University, and then moved back home to NY. She now works in New Jersey at a Neuropsychology and Neuroscience research lab, studying individuals with a Traumatic Brain Injury or Multiple Sclerosis. Aparna's hobbies include time at home with friends and family, watching football and swimming. She is hopeful about her move to Boston and excited for all the experiences Suffolk's program will bring.

**Diana Arntz** is originally from Seattle, WA and completed a Master's in Mental Health Counseling from Boston College in 2009. Diana has been working as a full-time clinician, most recently as the Assistant Clinical Director of a psychiatric treatment program in Brookline, MA. Her recent research has been centered on community psychology, ethnic minority and immigrant mental health, trauma, positive psychology, and cyber-psychology. In her free time, she enjoys traveling, painting, cooking, and comic books!

**Megan Clapp** grew up in California, where she went to Notre Dame de Namur on a soccer scholarship. Those soccer skills and B.A. in Psychology came in handy while serving in the Peace Corps in South

Africa. Besides playing soccer, her service included training HIV educators and observing goats. The emphasis on social justice at Suffolk's Clinical Psychology program was what drew her to Boston, where she plans to study psychology's role in making the world a better place.

**Sara Danitz** is originally from West Hartford, CT and is graduating in May from The University of Delaware with a B.A. in Psychology. She has spent her undergraduate studies involved in research on trauma, emotion and treatment for at-risk youth and adolescents. Sara is currently preparing to defend her senior thesis examining



the effects of Trauma-Focused Cognitive Behavior Therapy on externalizing behavior problems in maltreated youth with PTSD. In her free time she enjoys dance, yoga and time with friends and family. She is very much looking forward to moving to Boston and beginning her graduate career at Suffolk!

**Zack Held** graduated from Endicott College in 2010 with a B.S. in Biology, and a minor in Psychology. He has been working at Massachusetts General Hospital for the past year in the neurology department as their clinic assistant. His research interests center around traumatic brain injuries, and how new technologies can be used in a clinical setting. In his spare time he enjoys playing basketball and watching movies and is excited to be part of the clinical psychology program.

**Aly Negreira** grew up in New York and attended Boston University for her undergraduate degree in Psychology. After graduation she took a job at the Martinos Center for Biomedical Imaging at MGH. In the last four years she has studied affect, cognition and how the two are disrupted in Frontotemporal Dementia. Outside of studying the brain, she enjoys going to see local Boston bands play, reading the New Yorker and perfecting her Tina Fey impression. She is very excited to be a part of the 2011 incoming class at Suffolk University!

**Jamila Ray** is from Columbus, Ohio and received both her BA and MA in Psychology from the University of Rochester and Teachers College Columbia University. Her research interests include the influence of cultural and social factors on the mental health of African Americans, the impact of trauma sustained by families and children who have experienced physical/sexual abuse and placement in foster care, and HIV/AIDS in sexual minorities. She enjoys eating delicious food and having a great time trying new things.

**Elena Tenenbaum** is completing her doctorate in the Department of Cognitive, Linguistic and Psychological Sciences at Brown University. Her research is focused on the relation between visual attention to social scenes in infancy and language development. She will begin respecializing part-time in the fall while she spends a year doing post-doctoral research on children with autism at the Brown Center for the Study of Children at Risk.

The department also welcomes  
**Vanessa Alvarez.**

## Meet Our Respecialization Students

*Suffolk is distinctive in the fact that we offer not only a Ph.D. program in Clinical Psychology but also a Respecialization program designed for individuals with a doctoral degree in psychology who are interested in receiving training in clinical psychology. The program is designed to supplement previous coursework and experience in research methods and general psychology with the coursework and supervised training that is relevant to the clinical sub-specialty.*

*Since their experience here is so unique, we invited three of our current respecialization students, **Kristin Huang, Sonia Matwin and Cecile Morvan Campbell**, to share a little bit about what inspired them to pursue a second graduate degree and tell us more about the work in psychology that interests them.*

### **Kristin Huang, Ed.D.**

I completed my doctorate in Human Development and Psychology at the Harvard Graduate School of Education. For me, respecialization in clinical psychology is not a shift in careers but a completion of the interdisciplinary training I sought from the beginning of my graduate education. My professional interests include working with children and families at-risk in developing countries, where clinical services are often non-existent and approaches to intervention need to be creative and rely on non-traditional methods of delivery. During my doctoral program, I focused on the developmental impact of childhood trauma, understanding risk and resilience across all levels of human ecology, and how schools, educators and communities can play a role in prevention and intervention. As a respecialization student, I am now focusing on my own direct clinical skills, which will inform my work designing and evaluating programs for at-risk populations, as well as give me the ability to serve others directly as a clinician.

My primary work and research over the past several years has focused on street children in Bolivia. Until starting the respecialization program, I was working as the director of an NGO, running a residential program and holistic care center in La Paz, Bolivia. My research focused on understanding what enabled children to successfully transition off of the streets through a residential program, and what role their school experiences played in that process. I am looking forward to continuing this research, as well as getting involved in other projects, both here and abroad, that promote resilience in underserved populations and seek to understand best practice in intervention.

### **Sonia Matwin, Ph.D.**

After graduating from the University of Utah in social-health psychology, I began working as a stats and research consultant devising health communication interventions. Gradually days, turned to weeks, turned to months, and a year later I realized how much I missed people. I spent a lot of time with SPSS and revising and resubmitting, but felt I'd really gotten away from what initially drew me to health psychology. I missed people! I missed the spontaneity of human interaction and the connection with others. I missed knowing my work had impacted someone's life in a meaningful way. I was beginning to wonder if the other academics who read these publications are putting them into action? Is the data really making a dent in the real world? I realized that I needed to move to translational and applied research, and I needed to get more clinical. So after 6 years of searching for the light at the end of the tunnel and finally "dissertating" and graduating, I decided I wanted more! I wanted to integrate research and practice. I realized that one so informs the other and that, for me, I would not be satisfied doing one or the other -- it had to be both! And so.... I applied to grad school AGAIN. To be honest, at that point my friends, family, and I questioned my sanity and my own diagnosability! But, I have to say, that even after a 12 hour day at prac, I realize I made the right choice. I love working with medically complex patients and seeing the change that can occur in the short term. And yet, I'm still loving the applied behavioral medicine research I get to do as a research associate in Brigham & Women's psychiatry department. I'm happy to know that I found the right mix for me. Thanks to Suffolk for being one of the few schools to offer a respecialization program so that those of us who just can't get enough have a place to keep coming back for more!

### **Cecile Morvan Campbell, Ph.D.**

I obtained my Ph.D. in Behavioral Neuroscience in May 2010 from Boston College. I was nearing the completion of my Ph.D. and pondering whether to continue in the area of neuroscience as a post doc... I had had the feeling for a couple of years that, though incredibly interesting, animal research did not fulfill my desire to be helpful to others. I finally decided that I would much rather talk to patients than rats! I was, of course, still interested in working with the brain and saw a career in neuropsychology as a happy medium allowing me to help people while still being involved with the brain. Furthermore, my husband and I wanted to stay in the Boston area, so with its respecialization track and a specialty in neuropsychology, Suffolk University was the perfect match.

My research examined the involvement of dopamine in various aspects of motivated behavior; for example, is dopamine necessary for both operant and Pavlovian responses? Is dopamine still needed once these behaviors have become automatized (i.e. overtrained)? What are the relative contributions of D1 and D2-family receptors to each type of responses? To what extent does dopamine mediate predictable versus less predictable rewards? My dissertation specifically contrasted whether intact D1 transmission in the nucleus accumbens and in the basolateral amygdala is necessary for the performance of Pavlovian and operant responses with nearly identical topography, effort requirement and contingencies. The answer is that for the Pavlovian response, dopamine is not necessary in either the accumbens or the basolateral amygdala, whereas it is necessary in both areas for the performance of the operant response. This difference might be due to the uncertainty of reward delivery in the operant condition, which might make intact D1 transmission in these limbic substrates a requirement for operant responding.

I have been extremely happy with my decision to switch careers and join Suffolk's respecialization program. Working with patients at my prac has been incredibly rewarding, and I have really enjoyed my courses. The psychology department has been a supportive and nurturing environment, and it has been great getting to know my classmates. I also feel very lucky that we've had our own little respecialization cohort this year -- this was a great idea!

## The Undergraduate Experience

*Four graduating Psychology majors and members of this year's Honors Seminar, Michael Brown, Lindsey Favacchia, Alexandra Hernandez-Vallant and Stephanie Lotter, were asked to let us in on their future plans, lessons they've learned here at Suffolk, and advice they have for incoming freshmen. The following are their insights:*

### What are your current post-graduation plans?

**MB:** I will probably preface any plans or advice with the statement: Michael Brown is a europhile. My current plan is to move back to Vienna, Austria as soon as possible. Once I have some savings set aside, I am going to apply to internship sites in Vienna; I am hoping to get a position either with the Austrian Red Cross (side note: they accept blood from gay men) or with a research institute. These two sorts of positions are similar to the type of work that I would like to do in Boston – either working as some sort of educator or as a research assistant.

**LF:** My current post-graduate plan is to take a breather. I feel like the past four years have flown by, and I am still not sure what I want to do. I have so many interests in the psychology field that I feel I will benefit most from gaining some work experience. I love learning and engaging in the academic world, but I need some down time to discover myself more. I do hope to be applying to graduate school in the next few years once I have a better grasp, but there is no rush. It will be interesting to see where I end up because I change my mind so much!

**AHV:** My current post graduation plans are not set in stone as I am still on the search for a job. So far the plan is to stay on as a volunteer intern and work at MGH in the Child and Adolescent Psychiatry Unit until mid-

June. If all is to go as I hope, I will work for a few years and then apply to Ph.D. programs in clinical psychology. But you never know what the future holds... (if you are reading this and have any advice, feel free to contact me!)

**SL:** The fall semester of 2010 was my last semester at Suffolk. My initial plans were to stay in Boston for one year, taking advantage of my OPT visa and gaining some experience working as a research assistant so I could apply for graduate school to do my Ph.D. I am looking for a job in my field that will teach me how psychology can be applied.

### What lessons, advice, experiences or knowledge will you take with you from your time in the Psychology department?

**MB:** As far as academics are concerned, always aim for the most difficult courses. If you challenge yourself your professors will notice and you will probably succeed, but only if you apply yourself. Out of such academic success will come better relationships with your professors, who will try to help you find the best position for you following graduation. Be it employment or an academic career, these relationships will help determine your future. Do not squander them! I would also suggest completing a double major. This adds another dimension to your academic profile, makes you into a flexible individual, and I believe it made my experience at university much more enjoyable.

**LF:** The most important thing I took away from the psych department was to not rush into graduate school and to take time to figure out your passion in the field and what drives you. This will help ensure you work in an area which interests you and fuels you to keep digesting and exploring the topic. I found it really hard to narrow down my interests because I had so many of them, but through many different courses and guidance from the teachers, I was finally able to discover a topic that encompasses many of my

Edited by Maura Schiller

passions. I really got close to a few teachers in the psych department who help guide me in my academic career and life decisions.

**AHV:** I could probably write a book on this, but I'll try to keep it brief. I've been lucky enough to experience such a broad range of Psychology through the wonderful professors and people I have met at Suffolk. Each and every class I took has shaped and narrowed my focus in Psychology to the point where I am really confident of where I would like to go in the field. In learning from all these magnificent people I have also managed to gain a very good sense of who I am. There are a few important lessons, or pieces of advice, I would like to pass on: (1) never pretend to know something, (2) speak up, (3) take advantage of as many opportunities as possible, and (4) know your limits. When I look back on my time at Suffolk, it's the people and the connections I have made that have had the biggest impact on me – I will miss them a lot.

**SL:** I was lucky because I was able to seek advice from different professors in the psychology department at different moments during my years at Suffolk. I have learned that what is taught in class can be applied in different moments of your everyday life. Having a big diversity of classes gave me the opportunity to seek different things that I was interested in. Establish relationships with your professors; they are the best advisers, and taking advantage of their office hours for any concern is really helpful.

### What advice might you give to entering Freshmen considering the major in Psychology?

**MB:** Psychology is one of the most

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### Fall 2010 Psychology Honors Seminar with Dr. Marks

**Top row (from left):** Stephanie O'Brien, Brittany Dorer, Alexandra Hernandez-Vallant, Parastoo Vakil, Lindsey Favacchia, Michael Brown, Vilma Rojas, Dr. Amy Marks

**Seated:** Stephanie Lotterer, Alycia Griffin

## Internship Placements for 2011-2012

To provide you with a sense of the quality, competitiveness, and demand of the pre-doctoral internship sites our students have successfully placed at, we are providing you with the public disclosure data on the slot to application ratio for their sites. This is only one indication of the high quality of our students and the national reputation our doctoral program in clinical psychology has attained. The acceptance rates averaged 7.22%.

Name	Internship Site
Britt Carlson Emerton	MGH/Harvard Medical School Boston, MA
Elizabeth Davis	University of Rochester—Psychiatry Rochester, NY
Lindsay Muir Embree	Boston Consortium in Clinical Psychology Boston, MA
Julia Geffer	Princeton House Behavioral Health Princeton, NJ
Stacy Horner	The May Institute Inc. Randolph, MA
Margaret Koepke	Columbia University Medical Center New York, NY
Rebecca McLean	Alpert Medical School of Brown University Providence, RI
Lindsay Miarmi	Edith Nourse Rogers Memorial VAMC Bedford, MA
Deolinda Raposo	Carson Center for Adults & Families Westfield, MA
Sarah Shea	MGH/Harvard Medical School Boston, MA
Peter Vernig	Friends Hospital Philadelphia, PA



## Undergraduate Experience cont'd

(Continued from page 5)

-studied subjects at an undergraduate level. If you would like to stand out, choose Psychology and a second major, or at least two minors. I would suggest that the second major reflect a passion of yours – mine was a language. The other bit of advice that I will offer all freshmen is to avoid loans! They are evil and you will only regret them later. If you can live at home and get an education or work on the side and make loan payments, do so. You are not entitled to a future without debt and your debts will only stand in opposition to your future goals. Avoid debts!

**LF:** Begin by taking the intro class and see if any of the topics spark your interest. If you still have questions ask- teachers, students, graduate students- most people in the psych department love to talk about their

interests and the path they took to get where they are. I found it so useful to hear different professors' and graduate students' journeys because it encouraged me to make my own path.

**AHV:** If you aren't sure what you want to major in, do not feel pressure to decide right away. Have faith that you will find what most interests you by choosing classes you think do. Finding your major/interests is a journey, so it's important to be okay with the fact that sometimes you know for sure what you want, and sometimes you have absolutely no idea. (This is probably a good life lesson too). Keep an open mind and you will go far with your academics, no matter what field you decide on. Good luck!

**SL:** They should choose their classes based on what they are interested in learning more about. I realized in my last year that a lot of different things

need to be done if you want to go to graduate school. Freshmen should try to define what is it that they want to do and start as soon as possible to do those things. Having an internship was very helpful for me because I was able to determine what I wanted to do and gained working experience. I encourage any student to do an internship because it will teach you what it is like working in the field. Even though it is great to find paid internships, do not reject those that are not paid. Mine was a non-paid internship as a research assistant for MGH in the psychiatry department, and during that year working there I learned how to do a lot of things that are not taught in a classroom.



## Goodbye, Maura!

by Pamela Petras & Jessica Festa

With the end of the '10-11' academic year quickly approaching, we prepare to bid a warm farewell to Maura Schiller. She has done exemplary since joining the psychology department staff in August of 2009. Maura will put her degrees to good use by pursuing a career in music education in upstate New York where she is certified to teach.

We have been very fortunate to work with such a competent and effective professional. Dr. Harvey Katz reports Maura has the "patience of a Saint" and is a "classy person all around." "There are so many many things that I will miss about Maura", said Dr. Lance Swenson. "Among my favorite memories are the facial expressions she was trying to mask as she worked on her computer while she unintentionally, and unavoidably, overheard our random conversations in the little alcove in front of her desk. Conversations about topics that would have been better to discuss in a more private locale" (examples are unmentionable!). A large part of Maura's role is interacting with students and faculty. Her intelligent and thoughtful nature is a proven asset.

Moving beyond Maura's composure, reliability and trustworthiness, we find a quick-witted, sarcastic, young woman who enjoys life. She loves a good practical joke and was the mastermind behind an April Fool's Day prank on Dr. Lance Swenson (see *photo below*). The department will certainly not be the same without Maura as we have all benefited a great deal from getting to know her. Don't forget us when you become a famous flutist!



April Fool's!

Maura already has many fond memories about her time at Suffolk. A few that stick out in her mind are chatting and laughing with everyone coming into the office and hearing their stories, unconsciously learning every grad student & faculty email address by heart, coming up with doodles for the whiteboard, flooding inboxes with reminder emails, learning more about psychology than she ever thought possible, and being so warmly welcomed and supported by each and every person in the department.

Although we will miss Maura a great deal, we wish her the best of luck in her future endeavors! After May 13th, you can connect with Maura via her website, [www.maurschiller.com](http://www.maurschiller.com), and Facebook.

## Personal Announcements

**Haley Duncanson** became engaged to her fiancé, Peter Gagnon, in November 2010.

**Meghan Kearns** and her fiancé, Bryan Collier, got engaged this past December and are planning a wedding for October 1, 2011.

**Amy Marks, Ph.D.** and her husband welcomed their daughter Evelyn "Evie" Marks (*top right*) into the world on Friday, March 4th. She arrived at 10lbs 11oz, and 23.5 inches long. She was officially too long for the hospital newborn bath.

**Valerie Miller, M.A.** and her husband Chet Krupkowski, Jr. had a baby girl on March 1, 2011. Her name is Fiona Mairead Krupkowski, and she weighed 5lbs. 12 1/2 ounces and was 18 1/2 inches long.

**Irene Piryatinsky, Ph.D.** and her husband welcomed son Mark on September 25, 2010 (*middle right*).

**Sarah Shea, M.A.** is engaged to her boyfriend, Jonathan Kluge, Ph.D. Jon planned a surprise engagement party in cahoots with her cohort at Suffolk.

**Mandi White-Ajmani, Ph.D.** welcomed a baby girl on November 23rd named Olivia Juliet (*bottom right*).



**Evie Marks**



**Piryatinsky Family**



**Olivia Ajmani**

## Professional Announcements

**Christine Andre** has been selected to attend the Ecuador Professional Preparation Program and will be going to Ecuador for the month of July. The program is designed to promote fluency and confidence in speaking Spanish while working in a clinic or a school in Ecuador. Visit their website at <http://ecuadorppp.com/Goals.html> for more information.

**Michael Basseches, Ph.D.** will be moderator and presenter for a symposium at the next international meeting of the Society for Psychotherapy Research in Bern, Switzerland June 29 - July 2, 2011. The symposium is titled *The Emotion Transformation Process Common to All Forms of Psychotherapy*. He will also be presenting at the Conference on College Composition and Communication (CCCC)'s 2011 Annual Convention. Visit <http://www1.ncte.org/cccc/program/speakers/?pid=8255> for more information.

**Lisa Coyne, Ph.D.** received tenure and was promoted to Associate Professor in February 2011.

Last fall, **Karine Toussaint, Ph.D.** received her license, and in January 2011 she opened up a private practice in Lexington. Karine has been working with emergency services personnel for the past 8 years, focusing on wellness, bereavement and trauma. Now, in addition to continuing that work in a private practice setting, she'll be returning to her roots: working with college students and bereaved children & adults. Karine offers psychoeducational workshops as well as individual and group counseling on a variety of issues, and invites you to check out her website: [www.kltgriefcounseling.com](http://www.kltgriefcounseling.com). She welcomes referrals, questions, and hellos!"

## Departmental Happenings

### Publications

Ablow, J. C., **Marks, A. K.**, Feldman, S. S., & Huffman, L. C. (In Press) Associations between first-time expectant women's representations of attachment and their physiological reactivity to infant cry. *Child Development*.

**Bankoff, S. M., & Sandberg, E. H.** (in press). Older adults' memory for verbally presented medical information. *Educational Gerontology*.

**Basseches, M.** (2009) A Personal Counterpoint to Stein and Heikkinen's Paper: Models, Metrics and Measurement in Developmental Psychology. *Integral Review: A Transdisciplinary and*

*Transcultural Journal for New Thought, Research, and Praxis*, 5 (2).

**Coyne, L. W., McHugh, L. & Martinez, E.** (In press). Acceptance and Commitment Therapy (ACT): Advances and applications with children, adolescents, and families. *Child and Adolescent Psychiatric Clinics of North America*.

- Coyne, L. W., & Thompson, A. D.** (2011, in press). Maternal depression, locus of control, and emotion regulatory strategy as predictors of child internalizing problems. *Journal of Child and Family Studies*. Retrieved from <http://www.springerlink.com/content/154h17q4g2142560/fulltext.pdf>
- Gansler, D., Lee, A.K.W., Emer-ton, B.C., D'Amato, C., Bhadelia, R., Jerram, M. & Fulwiler, C.** (2011). Lateral Prefrontal Correlates of Self-Control in Male Psychiatric Patients: Impulsivity Facets and Aggression. *Psychiatry Research*, 191, 16-23.
- Glick, D.M., & Orsillo, S.M.** (2011). Relationships among social anxiety, self-focused attention, and experiential distress and avoidance. *Journal of Cognitive and Behavioral Psychotherapies*, 11(1), 1-12.
- Hayes, S., **Orsillo, S.**, & Roemer, L. (2010). Changes in proposed mechanisms of action during an acceptance-based behavior therapy for generalized anxiety disorder. *Behaviour Research and Therapy*, 48, 238-245.
- Hayes, S., Roemer, L., & **Orsillo, S.** (2010). Introduction to acceptance and mindfulness based approaches to anxiety disorders. In F. Bulli & G. Melli (Eds). *Mindfulness & Acceptance in Psicoterapia: La terza generazione della terapia cognitiva-comportamentale*.
- Hayes, S., **Orsillo, S.M.**, & Roemer, L. (in press). An acceptance-based therapy for individuals with generalized anxiety disorder. *Cognitive and Behavioral Practice*.
- Hill, J. M., Vernig, P. M., Lee, J. K., Brown, C., & Orsillo, S. M.** (in press). The development of a brief acceptance and mindfulness-based program aimed at reducing sexual revictimization among college women with a history of childhood sexual abuse. *Journal of Clinical Psychology*.
- Lee, A.K.W., Jerram, M., Fulwiler, C. & Gansler, D.A.** (2011). Neural Correlates of Impulsivity Factors in Psychiatric Patients and Healthy Volunteers: A Voxel-Based Morphometry Study. *Brian Imaging and Behavior*, 5, 52-64.
- Lundgren, J. D. & **Orsillo, S.M.** (in press). The science and practice of mentoring in psychology doctoral training. *Journal of Cognitive Psychotherapy*.
- Marks, A. K., Patton, F., & Coyne, L. W.** (Forthcoming.) Acculturation-related conflict across generations in immigrant families: Understanding theory and the school context. In R. Moreno & S. S. Chuan (Eds.) *Immigrant Children*. Rowman & Littlefield Publishers.
- Marks, A. K., Patton, F., & Garcia Coll, C.** (2011) Being Bicultural: A mixed-methods study of adolescents' implicitly and explicitly measured multiethnic identities. *Developmental Psychology*, 47 (1), 270-288.
- Mascolo, M. & **Basseches, M.** (2009) An integrative approach to child-parent psychotherapy. *Journal of Applied Developmental Psychology*, 30(4), 563-566
- McCullough, M. B.** (2011). Not as easy as pie: Disentangling the theoretical and applied components of children's health knowledge. *Appetite*, 56(2), 265 – 268.
- Michelson, S., Lee, J.K., Orsillo, S.M., & Roemer, L.** (2011). The role of values-consistent behavior in generalized anxiety disorder. *Depression and Anxiety*. 1-9.
- Mori, D.L., Niles, B., Silberbogen, A.K., Ulloa, E.W., Collins, A.E., & **Brown, K.L.** (in press). Promoting Physical Activity in Individuals with Diabetes: Telehealth Approaches. *Diabetes Spectrum*.
- Roemer, L. & **Orsillo, S.M.** (in press). Acceptance-based behavior therapy in anxiety disorders. In C. Germer & R.D. Siegel (Eds.). *Wisdom in Psychotherapy*. New York: Guilford.
- Treanor, M., Erisman, S.M., Salters-Pedneault, K., Roemer, L., **Orsillo, S.M.** (2011). An acceptance-based behavioral therapy for GAD: Effects on outcomes from three theoretical models. *Depression and Anxiety*, 28, 127-136.
- White-Ajmani, M. L., & Bursik, K.** (in press). What lies beneath: Dogmatism, intolerance, and political self-identification. *Individual Differences Research*.

## Professional Presentations

- Basseches, M. & Brandao, A.** (2009, July 4) *Our questions about happiness: In our lives and in our therapy relationships*. Workshop presented at the 16th Congress of the European Association for Psychotherapy, "Meanings of Happiness and Psychotherapy," Lisbon - Portugal.
- Basseches, M.** and Branco-Vasco, A. (2010, May 28) *Habermas and complementarity: Integrative enough for psychotherapy integration?* Workshop presented at XXVI Congresso Society for the Exploration of Psychotherapy Integration entitled "One or many sciences for psychotherapy: What constitutes evidence?" Firenze, Tuscany, Italy.
- Basseches, M.** (2010, May 30) *The validation of psychotherapy knowledge and practice: What constitutes evidence?* Presentation to symposium at XXVI Congresso Society for the Exploration of Psychotherapy Integration entitled "One or many sciences for psychotherapy: What constitutes evidence?" Firenze, Tuscany, Italy.

**Basseches, M.** (2011, April 9) The

*Tension between Focus on the Process of Inquiry and Reification of the Objects and Products of Inquiry.* Presentation to Symposium at 62nd Annual Convention of the Conference on College Composition and Communication entitled "Using the Stases as Heuristic Tools for Effective Argument". Atlanta, GA, USA

**Basseches, M. & Dangelo-Perrucci, S** (2011, May 20). *A Developmental Analysis of Psychotherapy Process in a Successful Case of Emotion-Focused Therapy.* Presentation on Panel at Annual Meeting XXVII of the Society for the Exploration of Psychotherapy Integration entitled "Researcher-Therapist Dialogue: What a Developmental Analysis of the Psychotherapy Process Adds to a Case Study of Emotion-Focused Therapy" (M. Basseches, Moderator). Washington, DC, USA

**Basseches, M.** (2011, May 22) *Rigorous Observation and Developmental Formulation: What Do They Mean for Psychotherapy Research?* Presentation on Panel at Annual Meeting XXVII of the Society for the Exploration of Psychotherapy Integration entitled "The Importance of Single Case Analyses for Psychotherapy Integration" (M. Basseches, Moderator). Washington, DC, USA

Borrego, Jr., J., Couture, S. J., Morrell, H. E. R., **Pantalone, D. W.**, & Poindexter, E. K. (2010, November). In J. R. Pemberton (Chair), *Getting Published as a Student and Early Career Psychologist.* Panel discussion conducted at the 44th Annual Convention of the Association for Behavioral and Cognitive Therapies, San Francisco, CA.

Curtis, R., **Basseches, M.**, Rapp, H., Migone, P. and Branco-Vasco, A. (2010, May 29) *Toward an integrated paradigm of self and mind.* Symposium presented at XXVI Congresso Society for the Exploration of Psychotherapy Integration entitled "One or many sciences for psychotherapy: What

constitutes evidence?" Firenze, Tuscany, Italy.

**Marks, A.K.**, & Garcia Coll, C. (March, 2011). *Understanding the immigrant paradox in childhood and adolescence: An international research symposium.* Paper symposium at the biennial meeting for the Society for Research in Child Development, Montreal, Canada.

**Marks, A. K., Guarini, T. E.,** Patton, F., & Garcia Coll, C. (March, 2011). *Non-English language use at home as a mediator of the immigrant paradox in adolescent risk behaviors.* Paper presented at the biennial meeting for the Society for Research in Child Development, Montreal, Canada.

**Orsillo, S.M.** & Roemer, L. (January, 2011). *The mindful way through anxiety.* From R. Trent Codd III (Host). Podcast for The Cognitive Behavioral Therapy Center of Western Northern Carolina. <http://behaviortherapist.podbean.com>.

**Orsillo, S.M.** & Roemer, L. (January, 2011). *Acceptance-based behavioral therapy for GAD and comorbid disorders.* Cambridge Health Alliance, Cambridge, MA.

**Orsillo, S.M.** & Roemer, L. (November, 2010). *Acceptance-based behavioral therapy for GAD and comorbid disorders.* A workshop presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, San Francisco, CA.

Oxenber, J. & **Basseches, M.** (2010, July 17) *Toward a Psychology of Social Responsibility: Can We Develop It, Speak It Loud, and Speak It Proud?* Workshop presented at the 2010 Conference of Psychologists for Social Responsibility, Boston, MA, USA

**Pantalone, D. W.**, Hessler, D. M., & Simoni, J. M. (2010, November). *Mental health pathways from interpersonal violence to health-related outcomes in HIV-positive sexual minority men.* In C. M. O'Clereigh & D. W. Pantalone (Co-Chairs), *Traumatic experiences and their relationship to distress in*

*chronic illness prevention and treatment.* Symposium conducted at the 44th Annual Convention of the Association for Behavioral and Cognitive Therapies, San Francisco, CA.

**Pantalone, D. W.**, Tomassilli, J. C., Bamonte, A. B., Golub, S. A., Bimbi, D. S., & Parsons, J. T. (2010, November). *Trends in unprotected sex with casual partners in sexual minority men in New York City, 2003-2008.* In B. S. Mustanski & J. T. Parsons, *Contextual Factors and Sexual Risk in Men Who Have Sex with Men.* Symposium conducted at the 50th Congress of the Society for the Scientific Study of Sexuality, Las Vegas, NV.

**Ray, S., Toussaint, K.L., Wolfe, T,** & Gallewale, B. (2010, November). *Overcoming adversity: Women's resiliency and post traumatic growth.* Panel presentation at Knowledge Globalization Conference (Boston, MA).

Roemer, L. & **Orsillo, S.M.** (March, 2011). *Acceptance-based behavioral therapy for GAD and comorbid disorders.* CUniversity of Connecticut Health Center, Farmington, CT.

Roemer, L. & **Orsillo, S.M.** (September, 2010). *Mindfulness and acceptance-based behavioral therapies in practice.* A workshop presented at the annual meeting of the Rhode Island Psychological Association, Warwick, RI.

**Toussaint, K.L.,** & Gehan, M. (2010, June). *Tips and resources for wellness from the First Responder Wellness Program.* Presentation at the Professional Fire Fighters of MA and International Association of Fire Fighters "John J. Jennings Education Seminar & Legislative Convention" (Westborough, MA).

**White-Ajmani, M. L., & Bursik, K.** (2011, March). *The roles of moral disengagement and the*

*person-situation interaction in interpersonal aggression.* Paper presented at the 4th International World Congress on Psychology and Law, Miami, FL.

### **Poster Presentations**

- Ammerman, E., Fine, A., Lindeke, M., **André, M-C.**, Plesa Skwerer, D., Tager-Flusberg, H., "How do Children with Williams Syndrome Respond to Ambiguous Referential Communication in a Joint Activity?" Poster presented at the Society for Research in Child Development, Biennial Meeting, April 2011. Montreal, CA.
- Annunziata, A., Basseches, M. & Berger, A.** (2010, June 2-5). *Assessing Dialectical Development During Mindfulness Skills Training Using the Developmental Assessment of Psychotherapy Processes (DAPP).* Poster presented at the World Congress of Behavioral and Cognitive Therapies. Boston, MA, USA
- Bankoff, S. M., & Pantalone, D. W.** (2011, August). *Patient-provider relationship predicts psychosocial and health-related outcomes for HIV-positive sexual minority men.* Poster presented at the 119th Annual Convention of the American Psychological Association, Washington, DC.
- Basseches, M. & Mascolo, M.** (2009, August 7) *Psychotherapy as a Developmental Process: Methodological Advances.* Poster presented at the annual convention of the American Psychological Association, Toronto, Ontario, Canada.
- Batejan, K. B., & Swenson, L. P.** (2011, April). *A multitrait-multimethod approach of youth distress: An analysis of self-, mother-, and friend-reports.* Poster presented at the biennial conference of the Society for Research in Child Development, Montreal, Quebec.
- Bedard, K. K., Guarini, T. E., & Marks, A. K.** (March, 2011). *Are friendships and school context important in predicting depression in same-sex attracted adolescents?* Poster presented at the biennial meeting for the Society for Research in Child Development, Montreal, Canada.
- Bogdanova, Y., Stavitsky, K., Diaz-Santos, M., **Valmas, M., & Cronin-Golomb, A.**, (February, 2011). *Neuropsychiatric Symptoms and Sleep Quality in Parkinson Disease.* Poster Presentation at the International Neuropsychological Society 38th Annual Meeting, Boston, MA.
- Brown, K.L., Sandberg, E., Bankoff, S.M., & McCullough, M.B.** (March 2011). *Age of child and child intrusiveness as predictors of parents' memory for medical information.* Poster presented at the biennial meeting of the Society of Research in Child Development, Montreal, Quebec, Canada.
- Conn, B. M., Marks, A. K., Coyne, L. W., & Reiner, D.** (2011, March). *Intergenerational family care-giving experiences and mental health outcomes among low-income urban Chinese immigrants.* Poster accepted for presentation at the Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.
- Donovan, N.M., Brown, K. L., & Coyne, L.** (2011, March). *How Do Mothers Feel About Reading Books With Their Young Sons? Differences Between Mothers of Sons with ASD and Typical.* Poster presented at the Society for Research and Child Development Conference, Montreal, Canada.
- Forbes, H. E., Bursik, K., & White-Ajmani, M. L.** (2011, August). *Differential predictors of relational aggression and prosocial behavior.* Poster presentation at the 119th Annual Convention of the American Psychological Association, Washington, DC.
- Fulwiler, C., Zhang, N., **Lee, A.K.W.,** Hardaway, R., **Gansler, D., Jeram, M.,** Bourisly, A. & Kings, J. (2010). *A Pilot Study of Neural Correlates of Mindfulness and Anger Using fMRI.* Poster Presentation at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain, June.
- Godoy, C. D., Marks, A. K.,** Katsiaficas, D., & Sirin, S. R. (March, 2011). *The immigrant paradox and Hispanic youth: A meta-analytic investigation of neighborhood effects.* Poster presented at the biennial meeting for the Society for Research in Child Development, Montreal, Canada.
- Guarini, T. E., Marks, A. K.,** Patton, F., Garcia Coll, C. (March, 2011). *Gender differences in the immigrant paradox in Latino & Asian adolescents' risky behavior.* Poster presented at the biennial meeting for the Society for Research in Child Development, Montreal, Canada.
- Hirsch, P. & Sandberg, E.H.** (May 2011). *Children's Representation of Interval Space Is Moderated by Object Arrangement and Age.* Poster presentation at the Association for Psychological Science 23rd Annual Convention, Washington, D.C.
- Jackson, M. A., & Ray, S.** (2010, November). *International students in the United States: Correlates of sociocultural adjustment and psychological well-being.* Poster presentation at the Massachusetts Psychological Association Annual Meeting in Boston, MA.
- Lee, A.K.W.,** Phillips, L.K., Wolkin, J.R., Hollis, A., Kapust, L. & O'Connor, M. (2011). *The 90 year old driver: The "oldest old" is the new "old".* Poster Presentation at the 39<sup>th</sup> annual meeting of the International Neuropsychological Society, Boston, MA, Feb.
- Massie, K.P. & Drexler-Hines, E.** (2011, March). *Self-medicating in*

college: *Marijuana use and depressive symptomatology among students*. Poster presented at the annual meeting of the Eastern Psychological Association, Cambridge, MA.

**McCullough, M. B. & Sandberg, E.** (2011, April). *What did the doctor say? Examining adolescents' memory for medical information*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

**Morvan Campbell, C.I., Gansler, D.A., Jerram, M.W., Vannorsdall, T.D., & Schretlen, D.J.** (2011, June). *Alternative versus conventional metrics to measure performance on the Iowa Gambling Task*. Poster session presented at the annual meeting of the American Academy of Clinical Neuropsychology, Washington, D.C.

**Rivera, K. J, Marks, A. K., & Wells, Y. V.** (March, 2011). *Birth-culture socialization: The impact of parental ethnic identity on cultural experiences of international adoptees*. Poster presented at the biennial meeting for the Society for Research in Child Development, Montreal, Canada.

**Valmas, M.M., Ruiz, S. M., Sawyer, K. S., Harris, G. J., Oscar-Berman, M.** (February, 2011). *Relationships among Brain Volumes and Executive Functioning in Alcoholism and Antisocial Personality Disorder*. Poster Presentation at the International Neuropsychological Society 38th Annual Meeting, Boston, MA.

**White-Ajmani, M. L., & Bursik, K.** (2011, March). *Measuring moral disengagement as a state-based construct*. Poster presented at the Annual Meeting of the Society for Personality Assessment, Boston, MA.

**Woodward, E. N., Bradford, J. B., & Pantalone, D. W.** (2010, November). *Differences in rates of suicidal ideation and attempts in a sexual minority sample*. Poster

presentation at the Annual Convention of the Massachusetts Psychological Association, Wellesley, MA.

## Dissertation Defenses

**Dennis Chung** successfully defended his doctoral dissertation on May 28, 2010 entitled: *The Neural Network of the Wisconsin Card Sorting Test: A Voxel Based Morphometry Study*.

**Angela Burke Currie** successfully defended her doctoral dissertation on March 28, 2011 entitled: *Emotion Knowledge Development in Head Start Children – The Role of Maternal Avoidant Emotion Regulatory Strategies*.

**Jonathan Lee** successfully defended his doctoral dissertation on March 25, 2011 entitled: *Mindfulness and Psychological Flexibility: Examining Mechanisms of Mindfulness Using a Modified Emotional Stroop Switching Task in an Analogue Sample with Generalized Anxiety Disorder*.

**Julie Lee** successfully defended her doctoral dissertation on July 19, 2010 entitled: *Acculturation, Enculturation, Gender in the Adjustment of Asian American College Students: An Exploratory Study*.

**Ilana Licht** successfully defended her doctoral dissertation on June 22, 2010 entitled: *The Developmental Analysis of Psychotherapy Process (DAPP) in Dialectical Behavior Therapy (DBT): A Case Study*.

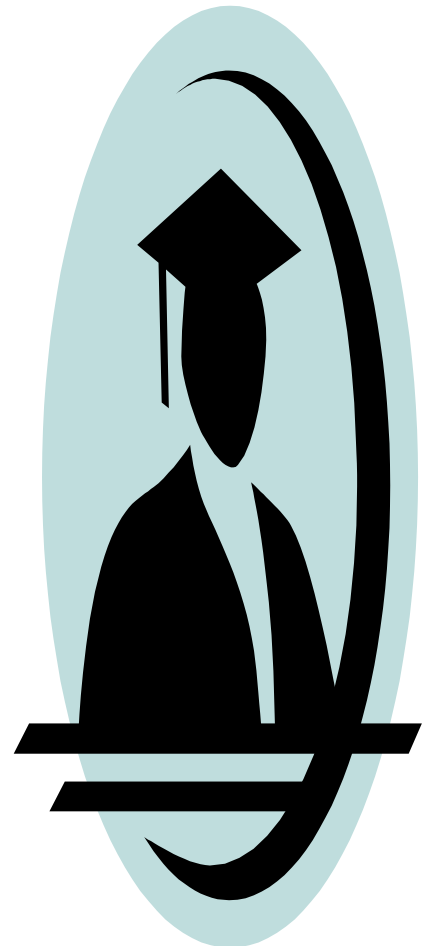
**Edward Maher** successfully defended his doctoral dissertation on April 8, 2011 entitled: *The Relationship Between Reactive and Relational Aggression and Experiential Avoidance in Older Children and Young Adolescents*.

**Neena McConnico** successfully defended her doctoral dissertation

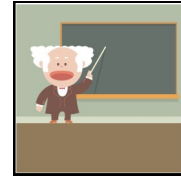
on November 12, 2010 entitled: *An Exploratory Study of African American Students' Academic Success and Perceived Life Choice Options: Examining Student Perceptions and Teacher Evaluations in African American Boys and Girls in Public School Settings*.

**Kathryn Lombardi Mirra** successfully defended her doctoral dissertation on March 23, 2011 entitled: *An Exploration of Executive Function, Dopamine, and Vision as Predictors of Instrumental Activities of Daily Living (IADLs) in an Elderly Population*.

**Paola Rodriguez** successfully defended her doctoral dissertation on April 6, 2011 entitled: *Benefit Finding Among Mothers of Survivors of Childhood Cancer*.



## Chair's Notes by Dr. Gary Fireman



The Psychology Department gives a Huge Congratulations to all our students who are graduating! We are proud of our students' significant accomplishment and are enthusiastic for their next professional steps either in work or furthering their education. We would truly like to thank the undergraduate and graduate students and those who support them for making the Suffolk University Psychology Department such an exciting place to learn and grow.

Over the past year our undergraduate students have won awards, presented posters, completed valuable service learning and internship experiences, and supported each other with a department of more than 350 majors. To better serve and advise our majors we re-organized our advising format and are currently distributing questionnaires so that you can let us know how it is working. Your input is critical to our on-going efforts to enhance your educational experience in the Psychology Department. You may also begin to notice that we are collecting data on your general psychology knowledge beyond that of a specific course. This is the start of our "outcomes assessment" so that we can begin to evaluate how effective we are at providing you with a knowledge base in psychology and psychological science. Our goal is to continually improve and adapt in helping you have an educational background you find useful throughout your professional lives.

Our graduate students have also had an excellent year in present-

ing posters at National conferences, publishing papers in journals and providing valuable clinical services through their practicum training sites throughout the Boston Metropolitan community. This year, we had a large group of students in the national internship match - a highly competitive process - and did better than the national average placing 92% at accredited internship sites. We also have a large group of students receiving their Doctoral (12) and Masters (13) degrees. In fact, one of our graduates, Moira Traci Creedon, Ph.D., will have the great honor of speaking at the graduate commencement.

For all our Psychology students there have been many exciting and interesting events over the past year including talks on a range of topics, including "Investigating Behavioral Factors in HIV/AIDS Prevention & Treatment", "Gender Stereotypes in the Workplace: Implications for Equity and Diversity", "Developmental shifts in disinhibition and incentive motivation: Psychometric and neuroimaging findings", and "Understanding disclosure dynamics: When and why is disclosure beneficial?". Bringing outside speakers in to enhance the intellectual experience is an important mission that will continue in the Psychology department. We already have our first guest speaker lined up for the Fall, John Kelly.

Finally, change seems to be a constant for us. One of our wonderful and talented staff, Maura Schiller, will be moving on (see this issue for her plans). In her two years in the department Maura has made a significant impact and has been a big

part of the team that is so effective in running of

our department. She is in many ways the face of the department and known to all our students as she sits in the front office and is the first person to greet all those with questions or requests. Her professional, calm, supportive, and friendly approach has been a constant no matter how much chaos buzzes about her in the common space. As she moves on to music education her students will benefit from her musical talent and her personal approach to helping.

A second significant transition in the Department will be the change in the Director of Clinical Training in our doctoral program. Dr. Sue Orsillo will be handing the responsibilities over to Dr. Dave Gansler. Dr. Orsillo has done a superb job successfully navigating us through the accreditation process. Her leadership has been outstanding and we are all appreciative of the hard work and long hours devoted to the doctoral program. We are also very thankful that Dr. Gansler has agreed to step into this demanding and important role. He brings a wealth of experience and talent to the position and has many exciting ideas on how to effectively move us forward and continue our growth as a clinical doctoral program.

Finally, a huge congratulations to Lisa Coyne for promotion and tenure. Well done!

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Maura Schiller, Editor-in-Chief

*Dr. Bob Webb's final installment in a series of several chronicling the history of Suffolk's Psychology Department will appear in the Fall 2011 departmental newsletter. You can find previous installments online at <http://www.suffolk.edu/college/13026.html>.*