



**SUFFOLK
UNIVERSITY
BOSTON**
COLLEGE OF
ARTS & SCIENCES

PSYCHOLOGY DEPARTMENT

Newsletter

Fall 2016 | Volume 19, Issue 1

Dates to
Remember

December 13
Last Day of Fall
Semester Classes

**December 24-
January 1**
Holiday Break:
University Closed

January 17
Spring Classes
Convene

February 20
Presidents Day:
University Closed

February 22
Suffolk Monday-
Monday Day &
Evening Classes will
be held

March 3-4
Ph.D. Program
Interview Weekend

March 11-19
Spring Break

April 3
Course Enrollment
Begins

May 3
Last Day of Classes

May 20/22
CAS Commencement
Ceremony

We Moved!

The Psychology Department is now located at 73 Tremont St



New view from the Psychology Department

Summer 2016 marked a significant change for the faculty, staff and students of the psychology department as we moved from the 6th floor of the Donahue building to our new location on the 8th and 9th floors of the Stahl building at 73 Tremont Street. It was a team effort, championed by Chair, Gary Fireman, Program Administrator, Jessica Valente, and with invaluable support from Jim Wallace and the Facilities Department. The move has been a big plus as the Psychology Department is now in the heart of the Suffolk University campus (and downtown Boston) which makes our faculty, staff and facilities more easily accessible to all students; not to mention the views of Back Bay and Downtown are spectacular! The core of the department is on the 8th floor shared with the English and Math departments, but there is still plenty of space for our students to work, have meetings, and collaborate (*check out page 16 for a picture of one of our student work areas*). We are also in the same building with the Registrar's office, a café, and Financial Aid, which is a great convenience for students, especially during Boston's cold and snowy winters. Some of the cool facilities featured in the new department are multiple lounges and work areas for students to study quietly in, a Physio lab and big data lab featuring high tech equipment, a video research lab (still under construction) as well as several flex lab spaces for our students to reserve for multiple academic activities. The graduate student space on the 9th floor is a wonderful addition for our graduate students (both MHC and PhD) to have a space to work, congregate, collaborate and hold TA office hours. In collaboration with Randall Thurston from the NESAD department, the 8th floor also showcases current undergraduate artwork which makes the space even more interesting, interdisciplinary and student focused. We encourage all to stop by and visit!

Psychology Department Receives \$3 Million Research Grant

Dr. Joseph Spinazzola of the Trauma Center and Suffolk University Psychology Professor Dr. Michael Suvak have partnered to improve the treatment of youths who have experienced ,or are experiencing, complex trauma.

See the full story on Page 3

Inside this Issue

Meet the new W.S.S. p. 6

Alumni Highlights, p. 8

Colloquium Partnership, p. 11



Mental Health Counseling Program Update

By Dr. David Shumaker

The Mental Health Counseling (MHC) Program is off to a great start this fall. One of our largest and most diverse groups of students is embarking on their first year of study in the new two-year, 60-credit Master's program, while our second year and Certificate of Advanced Graduate Studies (CAGS) students are completing a range of practicum and internship experiences at excellent training sites throughout the greater Boston area. Much of our students' hard work is now occurring in our wonderful new department located at 73 Tremont Street, which provides a more accommodating and student friendly meeting space for students to work and congregate. It is neat to see our students on campus and in the department more often than in years past. We hope to see that trend continue and increase in the years to come.

Our growth in the dual-degree programs mirror the overall program growth, with several in our cohort of first-year students pursuing either the Masters in Mental Health Counseling/Masters in Criminal Justice or Masters in Mental Health Counseling/Masters in Public Administration joint programs. The mutual support between our program, the criminal justice and public administration programs provides our students with a cohesive and rich learning experience. We believe these dual-degree programs represent another unique and innovative way to train our students to respond to the increasingly complex demands of the field and society at large. For those Suffolk undergraduate students who may be considering a career in mental

health counseling, but have a strong interest in justice and/or public administration, we encourage you to look closely at our dual-degree options.

We are still accepting applications for our accelerated BS/MS degree program. Junior Psychology majors are eligible to apply upon meeting certain academic requirements with the deadline for applications due on March 1. Suffolk undergraduates who enroll in the program will take two courses in our program during their senior year (one in the fall and spring semester) and use the credits earned in these courses for *both* their bachelor and master's degrees. We think this program provides outstanding Suffolk Undergraduate psychology majors an excellent way to get a sense of our program and its culture sooner than most students. It will also afford these outstanding students both a cost and anxiety savings by waiving the graduate entrance examination requirement for admission and reducing a student's overall course load. Interested undergraduate psychology majors should speak to their advisors, or contact me at dshumaker@suffolk.edu for more information. There is also a highlight from one of our current accelerated students who wrote a piece about her experience with the program on page 4. Definitely see what Dylan had to say about her experience and consider applying for yourself.

In closing we wish all our students, the department, and the University at large, a happy and safe holiday season.

Interested in a career in mental health counseling?

Visit our webpage to learn more about the
Master's Degree Program!

<http://www.suffolk.edu/college/departments/14058.php>

Psychology Department Receives \$3 Million Research Grant



Dr. Joseph Spinazzola and Dr. Michael Suvak

The Psychology Department is excited to announce this wonderful partnership between Dr. Joseph Spinazzola and Dr. Michael Suvak on their program aimed at improving services for youths affected by complex trauma. The collaboration between Suffolk University and the Trauma Center is a great way to do something positive for the community, and is indicative of all the great work done as a department. We commend Drs. Suvak and Spinazzola for their work in intervention and partnering with the community.

For more information, see the full story by Greg Gatlin at:

<http://www.suffolk.edu/news/67682.php#.WATzSaL0-XQ>

Q + A with Dr. Michael Suvak

What do you like best about teaching at Suffolk?

There are so many things that I like about teaching at Suffolk, so identifying the best is difficult. I would say that I like Suffolk's student-focused orientation. It creates an awesome setting to work closely with students and at the same time be able to conduct interesting research. I enjoy having the opportunity to work with both undergraduate and graduate students, and I enjoy the general vibe among faculty. On the whole it is a talented and fun group that is committed to the students and the field.

What advice would you like to give others thinking about applying for grants?

Be persistent. Getting a grant is a bit of a crap-shoot. Even very well-conceived grants often do not get funding, especially on the first submission. Also, find good collaborators and seek input and feedback from colleagues. Getting good feedback can help you identify holes in the application that can be addressed, making the application stronger.

How did the collaboration with Joe Spinnazzola happen, specifically with the Trauma Center?

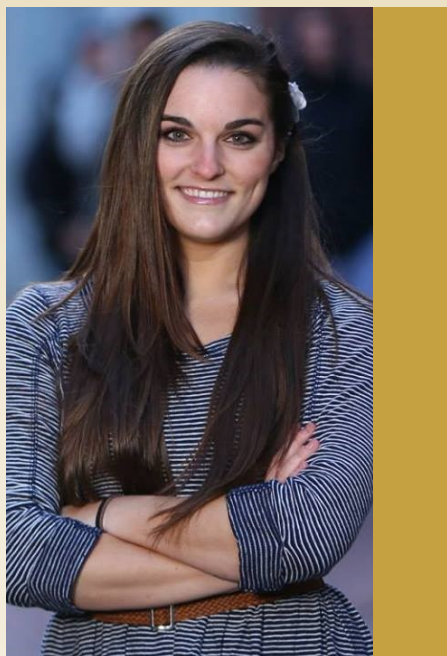
I have been collaborating with the Trauma Center for a number of years. It started out primarily providing data analysis and methodological consultation on manuscripts and grant applications. Over the years it has become more involved, culminating in the recently funded SAMSHA grant.

If a doctoral student were interested in the role of a research assistant, how might one get in contact with you or apply for the position?

The position for the SAMSHA grant research assistant is currently filled. However, other research assistant opportunities at the Trauma Center may open up in the future. I would encourage students to reach out to me and let me know of their interest. I may not be able to make anything happen, but I will keep their interest and situation in mind for when an opportunity does arise and do what I can to connect Suffolk students with interesting and meaningful experiences. You can email me at msuvak@suffolk.edu.

Are you ready to pursue the Accelerated Master's in Mental Health Counseling?

Now that our first cohort of Accelerated MHC students have transitioned into the program, read about [Dylan Santos' experience](#).



I'm so glad I decided to stay at Suffolk and applied for the accelerated Master's program. It's no secret that junior and senior year can be difficult and stressful at times when you start thinking about life after college, but doing the accelerated Master's program helped alleviate that stress in so many ways. One of the biggest benefits of applying to Suffolk's MHC program was that I didn't have to take the GRE that many students have to take when applying to other graduate schools; that alone made a huge difference for my stress levels because I didn't have to spend more time studying and more money. For many of you applying, the application process happens during your junior year, so by the

time a lot of your friends start stressing out over graduate school and job applications during senior year, you will already know your plan for the next few years. Knowing I had a spot in a graduate program that early on helped me enjoy the end of my undergraduate career.

Now that I'm a full-time graduate student, I'm loving the program. I would be lying if I said it wasn't challenging at times, but having done my undergraduate degree at Suffolk, the transition into graduate school was a lot smoother than it probably would have been had I gone somewhere else. It was also great being able to start two of the courses during my senior year because I got an introduction to what the program would be like, before having a full schedule of graduate courses. It has also been nice being one of the few students in the program that knows the campus and professors before starting school. It alleviated some of that first-day anxiety, and I was able to actually help some of my classmates with their transition into Suffolk. If I had gone to another graduate school to pursue my masters, I would have had to learn that institution, on top of adjusting to being a full-time graduate student.

For students who know that they want to join the MHC program and therefore would like to join the accelerated Master's program, I have a few tips for you: Make sure to really explore your interests prior to joining the program. Do an independent study or two with your favorite professor

and try working as a research assistant or a student advisor for a class. Figure out where your interests lie, so you can make an informed decision on whether you want to go for your Master's or your PhD. When it comes down to it, the difference in time between becoming a LMHC and getting your PhD isn't *that* significant, so don't base your decision off of that. I would also **highly** suggest joining Psych 350 and doing an internship (or even two if time allows) in a clinical setting. Getting that experience before entering a graduate program will help you tremendously in the practicum placement process that will occur as a graduate student. It also helps make the content of the courses you're taking as a graduate student relevant and relatable, even before you start practicum. I made the mistake of not getting enough clinical experience during my undergraduate career, and I can definitely tell the difference between me and my peers who have worked or interned in a clinical setting. Because you won't be joining the workforce after you graduate, getting some work experience, such as with an internship or as a research assistant, will really help you feel like you have more to offer in class discussions and in the program.

All in all, I am extremely pleased with my decision to join the accelerated Master's in Mental Health Counseling program at Suffolk, and I would highly recommend it as an option for all psych students interested in going into counseling.



Boston

MAY 25-28, 2017 SEE YOU THERE!

29th Annual
Convention

ASSOCIATION FOR PSYCHOLOGICAL SCIENCE

Suffolk University is a Proud Sponsor of the 2017 APS Conference, which will be held in Boston at the Sheraton on 39 Dalton Street Please see the following link for a list of Speakers, Cross-Cutting Themes, and to register:

<http://www.psychologicalscience.org/convention#.WBoV9clKX5N>.

Undergraduate Partnership Highlight

Spare Change News: by James Shearer



Spare Change News was founded in 1992 by a group of homeless individuals and a member of Boston Jobs with Peace . The foundation of this organization is that the homeless and disadvantaged population, with the proper resources and encouragement, are capable of creating change for themselves. Much of the content of the newspaper is written, drawn and photographed by current, or formerly, homeless, or otherwise low-income individuals. The newspaper also serves as a resource for people in need of services. Suffolk University's Psychology Department has had a partnership with Spare Change News through the Service Learning program offered by Psych 346: Community Psychology for a little more than 10 years. This is one of two sites students enrolled in Community Psychology partner with.

For more information on SCN, visit:

<http://sparechangenews.net/>



Continuing Education

Update

By Dr. Gabrielle Liverant

The Suffolk University Psychology Department was approved for five years of re-accreditation as a Continuing Education (CE) program provider by the American Psychological Association this past Spring. Last fall, the department offered a successful talk with one of our own wonderful professors, Dr. Sue Orsillo. The program was attended by undergraduates, doctoral students, psychology department faculty, Suffolk Counseling Center staff, doctoral program alumni, and community training/education partners. We had representatives from local schools, university counseling centers, clinics, and hospitals who joined Suffolk students and staff for this community education event. The CE committee will continue to offer these types of programs to build new, as well as maintain, existing relationships with area training sites. The committee is in the process of planning an event for the upcoming spring and will be hosting Jillian Shipherd in April. Dr. Shipherd is an expert on diversity issues related to the transgender community. Please stay tuned for additional details about this even, or feel free to email us at phtd@suffolk.edu.

Meet the 2016-2017 Work-Study Students



Mykala Luk is a Freshman majoring in Psychology, with plans to double major in Psychology and Criminal Justice. Mykala is excited about all of the opportunities that come along with working in the Psychology Department and really enjoys the people she is surrounded by. "It is a fun and easy-going work environment that is extremely welcoming." After earning her degree, Mykala plans to expand her knowledge of criminal psychology and hopes to someday become a criminal profiler.



Arielle Chiarelli is a sophomore majoring in psychology and minoring in sociology with a specialization in crime and justice. Arielle enjoys working in the Psychology Department because she is getting to know the staff and her professors on a more personal basis. She also enjoys being a part of the community and learning more about the MHC and PhD program. After graduation, she hopes to take some time off to gain more "real-world" experience and then apply to graduate school.



Dex Windevoxchel is a Puerto Rican native who moved to Boston this year and is in his freshman year studying psychology. He enjoys working in the Psychology Department because he believes he's learning a lot of skills that could help him later on in his professional career. After graduation, Dex plans to work and save to leave Boston and continue with his studies in Europe, and eventually become a neuropsychologist.



Niamh Concepcion is a junior majoring in psychology with a minor in business, and hopes to explore a minor in education as well. Niamh likes working in the Psychology Department because she feels it gives her an opportunity to be in the environment of her major, and she loves the people she works with. "I am learning a lot about psychology and business from working here!" In the future she hopes to stay in Boston and become a Montessori special education teacher.



Isis Almazan is a sophomore psychology major working her second year with the department. Isis loves all the opportunities that have been (and still are) presented to her; including: working with talented, intelligent faculty & staff and learning about specific opportunities in the field of psychology. She is planning on applying for the accelerated master's program in MHC next year so that she can continue on her path to becoming the clinician she strives to be.

Dissertation Defenses

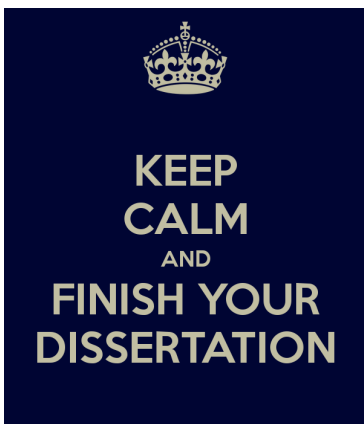
Congratulations to the following Clinical Psychology students who successfully defended their doctoral dissertations this past summer!

Tim Quinones
The Application of A Rogerian Framework to Multicultural Education

Meghan Collier
The Effects of Music on Executive Control and Attention Function

Jadig Garcia
The Impact of Cultural Involvement on Latina Mental Health

Sara Danitz
Personal Growth Initiative and Valuing Personal Growth in a Sample of Patients Treated in an Acute Psychiatric Setting



3 Puzzles to Challenge Your Critical Thinking Skills

Can you spot the connections and sort these items?

More puzzles found at: <https://www.psychologytoday.com/blog/brain-workout/201503/7-puzzles-challenge-your-critical-thinking>

Put these bodies of water in order in terms of volume, from smallest to largest.

1. lake
2. pond
3. ocean
4. brook
5. sea

What do the following 5 things have in common?

1. milk
2. soda pop
3. coffee
4. orange juice
5. beer

What feature do the following words have in common?

1. armchair
2. egg
3. imagination
4. over
5. understand



**Answers found on page 17*

Psychology Dissertation Research Award

The Psychology Department will acknowledge outstanding academic achievement of a doctoral student engaged in dissertation research through its Doctoral Dissertation Research Award.

This is a meaningful opportunity for alumni, parents, and friends to contribute to the success of a deserving Ph.D. student.

A heartfelt thank you to all the alumni who generously donated to this award!

Thank you!

If you would like to make a donation to the **Dissertation Research Award**, please visit: www.suffolk.edu/Giving

When donating online, please select **Psychology Dissertation Research Award** from the drop down menu.

You can also send a check by mail to:
Suffolk University Office of Advancement
73 Tremont Street
Boston, MA 02108

Please indicate **Psych Dissertation** on the check's memo line.

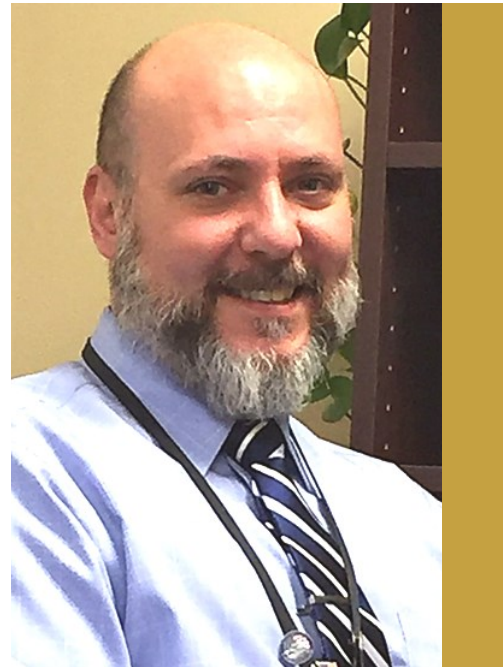
You can be confident that your donation of \$25 or more will directly benefit the department's award winner, to be announced in March.

Undergraduate Alumni Highlight

John Smolinsky

Dr. Smolinsky is a 2007 Clinical Psychology PhD graduate, but his connection to Suffolk University dates back to 1993 when he began his undergraduate studies here as well. Although Dr. Smolinsky began his college career in the Sawyer School of Business with a major in marketing, he explains that he was recruited to psychology by Dr. Robert Webb (Professor Emeritus) and returned for his sophomore year as a psychology major. After earning his Bachelor's degree in psychology in 1997, spending some time living abroad, and studying Mental Health Counseling for a brief period, he returned to Suffolk and earned his PhD.

Dr. Smolinsky completed a pre-doctoral internship and a two year post-doctoral residency in clinical neuropsychology at the Edith Nourse Rogers Memorial VA Hospital in Bedford, MA. He became a full time member of the psychology staff there in 2010 and is now serving as the Associate Director of Mental Health for Community Integration and oversees the operation of three programs which house and provide treatment for as many as 92 homeless Veterans a day. Dr. Smolinsky also started a new program designed to assist Veterans in returning successfully to the community after engaging in the services at the hospital through the use of a team of certified peer specialists and psychologists. He is still an active member of the SU community as an adjunct professor -look out for one of his courses in the Undergrad or MHC program!



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

One of my favorite memories at Suffolk was the sense of accomplishment and pride that I felt defending my dissertation before the same professor that convinced me to study psychology fourteen years earlier. My entire dissertation committee was made up of folks who truly meant something to my academic career and that made an important moment feel even more special.

Do you have any advice for current undergraduate students?

Become a part of your learning communities. Throughout this journey you will have many separate but related environments of learning and you should strive to feel connected to each one of them. There are so many learning and networking opportunities that might never present themselves if we don't reach out to those around us. The people you meet along your educational journey can help you when looking for a job after graduation, or help you through the process of applying to graduate school.

“There are so many learning and networking opportunities that might never present themselves if we don't reach out to those around us.”

Mental Health Counseling Alumni Highlight Denise Kyte



Denise Kyte, MS, graduated from the Mental Health Counseling program at Suffolk University in 2016. She completed a BS with honors in psychology at St. Lawrence University, and prior to entering the Master's program, worked for six years under the supervision of a Clinical Psychologist in private practice in Toronto, Ontario. Under the mentorship of Dr. Rosemarie DiBiase, Denise is a proud member of the 2016 Clinical Psychology Ph.D cohort at Suffolk, and is the first student to transition from the Master's to Doctoral program.

“Never miss an opportunity to learn from, and support, one another.”

What is your fondest memory of your time at Suffolk?

Do you have any advice for current graduate students?

I have advice for both current and prospective graduate students. I would advise current students to never miss an opportunity to learn from, and support, one another. I continue to be amazed each and every day by the valuable insight and knowledge I gain from fellow students and colleagues, who all bring a personalized lens to the classroom and our interactions. Collaboration is a key element to success in the Master's program.

I hope that prospective students never give up on their dreams of working in the mental health field and helping others. Whether or not your academic, career, or personal trajectories have progressed as expected, we all bring a distinctive set of skills, understanding, and life experience to the table, all of which are invaluable elements in our clinical development and effectiveness. Although it took me a while to find my “home”, I am grateful that I found it at Suffolk University. It was definitely worth the wait!

Thankfully, I am still making memories at Suffolk as part of the clinical psychology doctoral program!

However, when I think about my time as a student in the mental health counseling program, the professors come to mind first and foremost. Drs. Shumaker, Medoff, and DiBiase, the core faculty of the program, were highly engaging and brought a great deal of enthusiasm to the learning process. Given their wide-ranging clinical and research experiences, they were able to apply real-world examples to course content, and challenged us to examine our biases. They not only promoted our growth as individuals and practitioners, but also served to support and bolster our unique strengths. This combination clearly allowed students to build the confidence necessary to work in the counseling field, and to consistently seek personal and professional betterment. It meant a great deal to me to have professors who truly wanted to see me succeed and recognized my hard work, while still challenging me to take intellectual risks. Despite the intense subject matter, we also did not miss an opportunity for a much-needed laugh!

PhD Clinical Psychology Alumni Highlight

Kate Smidt



Dr. Kate Smidt enrolled in Suffolk's Clinical Psychology Program in 2010 after earning her BS in psychology at Union College in Schenectady, NY. She was thrilled to begin her graduate studies in Boston close to where she grew up. Dr. Smidt completed practicum training in a variety of settings throughout her time at Suffolk, including VAs Bedford and Boston, McLean Hospital, and UMass Lowell. She completed her predoctoral internship training at VA Boston, training for 8 months in the PTSD Clinic and 4 months in Behavioral Medicine. Dr. Smidt defended her dissertation, *Emotional Granularity and State Effects*, in July 2015 under the mentorship of Dr. Michael Suvak.

Dr. Smidt is starting a 2-year clinical research fellowship at the VA Boston through the National Center for PTSD. She is working as a Project Coordinator for a study examining Gulf War Veteran Illness while also continuing to gain clinical experience working with Veterans diagnosed with PTSD. Dr. Smidt feels fortunate to remain in Boston and to continue teaching undergraduate psychology at Suffolk as an adjunct professor.

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

There are so many great memories throughout my six years at Suffolk - it's hard to pick just one! Some favorites include weekly Friday afternoon "excursions" with the cohort after stats class, road tripping with fellow lab members to the SEPI Conference in Virginia Beach, and teaching my first General Psychology course in Fall, 2013.

Do you have any advice for current doctoral students?

I found myself getting very overwhelmed thinking about all of the things I needed to complete during my six year journey in the program. I still think that my first year was the most challenging of all - the transition into a Ph.D. program was unlike anything I could have predicted. I'm someone who loves to cross things off her "to do" list and gets worked up when I see how many tasks I have left to complete. However, in a Ph.D. program, there are so many things that need to get done before obtaining those three magic letters! Take things one step at a time and recognize your accomplishments along the way - especially the "small" ones. So many of us in this field are hard on ourselves. Keep in mind that if you've made it so far as to get into this program, you're clearly doing something right! I'm still learning the importance of self-care and I really pride myself for making time to do things just for me. Whether it's a 15 minute walk outside in between seeing patients, exercising after a hard day of work, treating yourself to your favorite Starbucks drink, or even getting a manicure - reward yourself for your hard work! I strongly recommended taking advantage of your resources at Suffolk, including more advanced students. They've just been in your shoes, and are great to problem solve with, suggest new ways of approaching situations, and, of course, for validation. Lastly, and perhaps most importantly, stay connected with your supervisors! I'm still surprising myself with how small of a community the psychology world is - you never know how your paths might cross again in the future!

Doctoral Program Update

By Dr. Lance Swenson

To quote one of the 2016 Nobel laureates: *The times, they are a changin'.*

I write this less than a week after our most recent presidential election. Regardless of your individual political leanings, or your level of political engagement, it is important to acknowledge that we have entered a time of uncertainty.

It is also an important time to reflect upon our doctoral program's goals and mission. Suffolk University's Clinical Psychology PhD Program embraces the Boulder Model of training. As a scientist-practitioner program, we are committed to the production and consumption of empirically-based knowledge, to using this knowledge in the practice of clinical psychology and all of our efforts to improve the well-being of others (our clients, our students, our community), and to using our practice and our real-world experiences to inform our scholarship. And while engaging in all of these endeavors, we remain

firmly committed to cultivating and maintaining an awareness of and appreciation for individual and cultural diversity in all its forms across all content areas of science and practice. Continued, ongoing striving towards cultural competence and cultural sensitivity is a life-long endeavor we value as a program, department, and profession.

In the next few weeks I hope to meet with all of our current doctoral trainees. Your student representatives (Grace Gu, Sarah Levy, John McKenna and Alex Wheeler) will be helping me find a time for us to meet. I want to hear your thoughts about our mission, about areas in which we are doing well as a program, and also areas where we can continue to improve. I also hope to address any questions, comments, or concerns you have about accreditation and the accreditation process— at the end of the next semester we will be submitting our self-study to our accrediting body, the American

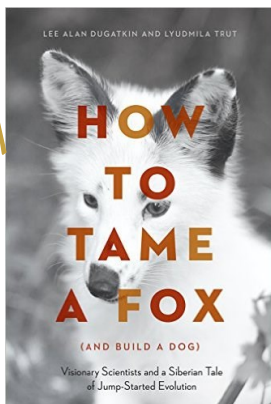
Psychological Association (APA). Our site-visit is tentatively scheduled to occur during the Fall 2017 semester.

To our alumni, I hope you will take the time to reach out to me as well. It is always a pleasure to hear from you, to learn about what you are doing, your successes, and to learn of your current and future plans. It is also a pleasure, and extremely valuable, to hear your thoughts and feedback.

Be well, be kind, and onwards!



Mark your
Calendar!
4/20/2017



In collaboration with the Biology Department, the Psychology Department will be hosting **Dr. Lee Dugatkin** from the University of Louisville for a colloquium event at Suffolk on April 20th, 2017. Dr. Dugatkin's topic will be on evolutionary behavioral sciences and his recent book, *How to Tame a Fox and Build a Dog: Visionary Scientists and a Siberian Tale of Jump-Started Evolution*. We hope you will attend!

Location and Time TBD.

Please email kbolgioni@suffolk.edu for more details.

Psychology Department Alumni Highlights

Lauren Mizok, a 2010 PhD graduate, received the 2016 Samuel M. Turner Early Career Award for Distinguished Contributions to Diversity in Clinical Psychology.

PhD Alumna, **Susie Margolis**, who graduated from the PhD program in 2013, gave two sport psychology talks at the US Gymnastics Congress in Providence, RI titled, “Coaching the Mental Block” and “The Psychology of Rehabilitation”.

Bridgid Mariko Conn, a 2014 PhD graduate, completed her two year postdoctoral fellowship in Adolescent Medicine and is now a staff psychologist in the Division of Adolescent and Young Adult Medicine at Children’s Hospital in L.A.

Happy Holidays 



From the Psychology Department

Abramovitch, A., Minns, S., **Stark, A.**, Short, T. (2016, October) Cognitive Functioning and Psychopathology: A Systematic Review of Meta-Analyses Across DSM Conditions. In B. Deacon (Chair) *Wagging the Dog: How the Biomedical Model has Affected Funding Priorities, Scientific Agendas, and Endorsement of Chemical Imbalance Myth*. Symposium conducted at the 50th Annual Convention of the Association for Behavioral and Cognitive Therapies, New York, NY.

Chiupka, C. A. & Suvak, M. (2016, October). Examining the Impact of Pejorative Language and Etiological Conceptualization on Mental Illness Stigma. In C. Chiupka (Chair), *Beyond the disease model: Contemporary research on understanding and combating mental illness stigma*. Symposium conducted at the 50th Annual Convention of the Association for Behavioral and Cognitive Therapies, New York, NY.

Chiupka, C. A. (Chair; 2016, October). *Beyond the disease model: Contemporary research on understanding and combating mental illness stigma*. Symposium conducted at the 50th Annual Convention of the Association for Behavioral and Cognitive Therapies, New York, NY.

Danitz, S., Sagon, A., Suvak, M., Orsillo, S. M., Sagon, A. (2016, October). *The mindful way through the semester online: Examining the feasibility and effectiveness of an online program for first-year undergraduates*. Poster presented at the Association for Behavioral and Cognitive Therapies, New York, NY.

Danitz, S.B., Sagon, A.L., Suvak, M.K., & Orsillo, S.M. (2016, October). *The mindful way through the semester online: Examining the feasibility and effectiveness of an online*

program for first year undergraduates. In D. Marks & A. Mullen (Chairs). *Disseminating Novel and Accessible Mindfulness- and Acceptance-Based Interventions for College Students*. Symposium conducted at the annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Dawson, L. M., Alvarez, V. A., Dick, A. M., Suvak, M. (2016, May). *Associations among Moral Foundations Questionnaire subscales and explicit and implicit measures of compassion*. Poster presented at the Annual Convention of the Association for Psychological Science, Chicago, IL.

Jarvi, S. M., Usman, D., Björ-gvinsson, T., & Swenson, L. P. (2016, October). *Implicit and Explicit Identification with Non-suicidal Self-injury: A Mixed Methods Approach*. Poster presented at the 50th Annual Convention for the Association of Behavioral and Cognitive Therapies (ABCT), New York, NY.

Jun, J. J., Sawyer, A. T., **Liverant, G.**, Lee, D. J., Cohen, A. L., Dutra, S. J., Pizzagalli, D. A., Sloan, D.M. (2016, May). *Punishment Learning in Veterans with Posttraumatic Stress Disorder (PTSD)*. Poster presented at the Annual Meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Kaitz, J., Ray, S. (2016, August). *Psychological Correlates of Maladaptive Eating Patterns Among Young Adult Women*. Poster presented at the American Psychological Association, Denver, CO.

Kaitz, J.E., Ramanayake, N.P., Ray, S., Randazzo, S. (2016, October). *Embracing a Feminist Approach to Teaching and Training in Psychology*. Poster presented at Northeast Con-

ference for Teachers of Psychology, Worcester, Massachusetts.

Kaitz, J.E., Ray, S., Randazzo, S. (2016, August). *Peer Teasing and Psychological Correlates of Maladaptive Eating Patterns Among Young Adult Women*. Poster presented at American Psychological Association Annual Convention, Society for the Psychology of Women (Division 35), Denver, Colorado.

Kamholz, B. W., **Liverant, G.**, Pooja, D., Newman, C., Sudak, D., Vas, S., Lawrence, A. (2016, June). *Broad Considerations and Concrete Strategies for Interprofessional Training in CBTs*. Panel Discussion at the Annual Meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Kanchewa, S., **Stark, A., Schwartz, S.** (2016, October). *Mentoring, Social Support, and Help-Seeking Among Male Students of Color in the Transition to College*. Poster presented at the Society for Research in Child Development (SCRD), Tampa, Florida.

Kelly, L.M., Wolff, J., Titelius, E., & Spirito, A. (2016, October). *The Reciprocal Relationship Between Child Depression, Conduct Problems, and Parenting: Results from a Randomized Clinical Trial*. Poster presented at the accepted to the annual meeting of the Association of Behavioral and Cognitive Therapies, New York, NY.

Khan, A. J., Dick, A., Kind, S., Black, S. K., Suvak, M., Kamholz, Barbara W., Sloan, D. M., Liverant, G. (2016, May). *The Impact of Fear of Depressed Mood on Physiological Responding in Veterans with Unipolar Depression*. Poster presented at the Annual Meeting of the Association

Presentations & Publications

for Behavioral and Cognitive Therapies, New York, NY.

Presentations Continued:

Khan, A. J., Kind, S., Liverant, G. (2016, May). *Fear of Anxiety Predicts Comorbid Social Anxiety Disorder in Veterans with Unipolar Depression*. Annual Meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Kind, S., Khan, A. J., Milligan, C., Sloan, D. M., Gallagher, M. W., Kamholz, B. W., & **Liverant, G. I.** (2016, October). *Emotional Acceptance and Suppression: Effects on Self-reported Affect and Physiological Responding Among Veterans with Depression*. Poster presented at Association for Behavioral and Cognitive Therapy (ABCT) Annual Meeting, New York, NY.

Marks, A. K. (2016, May). *Down to the Nitty Gritty: Strategies for Building Resilience in Children*. Presentation at the Eliot Innovation School, Boston, MA.

Medoff, David. (November, 2016). *Strategies and Techniques for Expert Testimony*. Presentation at Connecticut Psychological Association, Forensic Division, New Haven, Connecticut.

Millstein, D.J., Danitz, S.B., Roemer, L., Hayes-Skelton, S.A., & **Orsillo, S.M.** (2016, October). *Predictors and Moderators of 6-month Follow-up Treatment Outcome in Two Treatments for Generalized Anxiety Disorder*. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Orsillo, S. M., Roemer, L. (2016, Oc-

tober). *The Mindful Way through Anxiety: Helping Clients to Worry Less and Live More*. Presentation at the Association for Behavioral and Cognitive Therapies, New York, NY.

Ray, J. R., (2016, May). *Validating the VEST Model (Values, Equilibrium, Support, Therapy) of Self-care in Mental Health Practitioners Using a Cell Phone Application*. Abstract presented at APS, Chicago, Illinois.

Ray, S. I., (2016, June). *Experience of Adversity and Post Traumatic Growth: A Positive Psychological Perspective on Research and Implications*. Abstract presented at the International Conference on Positive Psychology and Cognitive Behavioral Therapy, Philadelphia, PA.

Ray, S., Toth, I. O., Lee, J., Cruz, D. (2016, October). *An Overview of Adult Users' Communication and Relationship Preferences in Social Media*. New England Psychological Association Annual Conference. Assumption College, Worcester, MA.

Sabbah, L.E., Suvak, M., (2016, May). *Cognitive Engagement and Dementia Severity: The Aging, Demographics, and Memory Study (ADAMS)*. Poster presented at the Annual Meeting of the Massachusetts Neuropsychological Society Science, Boston, MA.

Sagon, A.L., Danitz, S.B., Orsillo, S. (2016, October). *The Mindful Way Through the Semester: Impact on Social Connectedness*. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Serowik, K., Holman, L., Orsillo, S.M., (2016, October). *What matters most: Personal Values and their Rela-*

tionship with Alcohol use in College Students. Poster presented at the Association for Behavioral and Cognitive Therapies, New York, NY.

Stark, A., Tousignant, O., Fireman, G. (2016, October). *How We Talk About Bullying: The Framing Effect's Influence on Memories of Bullying*. Poster presented at the 50th annual convention of the Association for Behavioral and Cognitive Therapies (ABCT), New York, NY.

Tousignant, O., Stark, A., Fireman, G. (2016, October). *Effects of Rumination and Worry on Sleep*. Poster presented at the 50th annual convention of the Association for Behavioral and Cognitive Therapies (ABCT), New York, NY.

Wells, Yvonne V. (October 29, 2016). *Applying a Rogerian Rubric to Multicultural Education and Assessment*. Poster presented at the Diversity Challenge, Boston College, Boston MA.

Publications:

Schwartz, S., Rhodes, J. (2016). From treatment to empowerment: New approaches to youth mentoring. *American Journal of Community Psychology, 58*, 150-157.

Spencer, R., Tugenberg, T., Ocean, M., **Schwartz, S.,** Rhodes, J. E. (2016). Somebody who was on my side: A qualitative examination of youth initiated mentoring. *Youth & Society, 48*(3), 402-424.

Woodward, E., Banks, R., Marks, A. K., Pantalone, D. (in press). Identifying resilience resources among sexual minority men for HIV prevention. *AIDS & Behavior*.

Bodzy, M. E., Barreto, S., **Swenson, L.**, Liguori, G., Costea, G. (2016). Self-reported psychopathology, trauma symptoms and emotion coping among child suicide attempters and ideators: An exploratory study of young children. *Archives of Suicide Research, 20*, 160-175.

DiBiase, R. (2016). Predicting feelings of cognitive competence in head start preschoolers. *Journal of Genetic Psychology*. <http://www.tandf.co.uk/journals/titles/00221325.asp>

Dinn, W. M., Dinn, A. A., Goral, F., Karamursel, S., Yildirim, E. A., Yildirim, M. H., **Gansler, D. A.**, Doruk, D., Fregni, F. (2016). Treatment-resistant obsessive-compulsive disorder: Insights from an open trial of transcranial direct current stimulation (tDCS) to design a RCT. *Neurology, Psychiatry and Brain Research, 22*, 146-154.

Glass, D. J., & **Fireman, G. D.** (2016). College aggression and prosociality as social strategies. *EvoS Journal: The Journal of the Evolutionary Studies Consortium, 7* (2), 50-72.

Jarvi, S. M., & **Swenson, L. P.** (2016). The role of positive expectancies in risk behavior: An exploration of alcohol use and non-suicidal self-injury. *Crisis: The Journal of Crisis Intervention and Suicide Prevention*. Epub. doi: 10.1027/0227-5910/a000417

Jarvi, S. M., Hearon, B. A., **Batejan, K. L.**, Gironde, S., & Bjorgvinsson, T. (2016). Relations between past-week physical activity and recent nonsuicidal self-injury in treatment-seeking psychiatric adults. *Journal of Clinical Psychology*. Epub. doi: 10.1002/jclp.22342

Jelalian, E., Jandasek, B., Wolff, J., **Seaboyer, L.M.**, Jones, R.N., & Spirito, A. (2016). Cognitive-behavioral therapy plus healthy lifestyle enhancement for depressed, overweight/obese adolescents: Results of a pilot trial. *Journal of Clinical Child and Adolescent Psychology*. [Epub ahead of Print].

Mansbach, W. E., & **Mace, R. A.** (2016). A comparison of the diagnostic accuracy of the AD8 and BCAT-SF in identifying dementia and mild cognitive impairment in long-term care residents. *Aging, Neuro-*

psychology, and Cognition. 23(5), 609-624. doi: 10.1080/13825585.2016.1143443

Mansbach, W. E., **Mace, R. A.**, Clark, K. M., & Firth, I. M. (2016). Meaningful activity for long-term care residents with dementia: A comparison of activities and raters. *The Gerontologist*. Advance online publication. doi: 10.1093/geront/gnv694

Mansbach, W. E., **Mace, R. A.**, Clark, K. M., & Firth, I. M. (2016). A comparison of cognitive functioning in long-term and short stay nursing home residents. *Ageing & Society*. Advance online publication. doi: 10.1017/S104468X15000926

Pieloch, K., **Marks, A. K.**, Coll, C. G. (2016). A person-centered exploration of children of immigrants' social experiences and their school-based well-being. *Applied Developmental Science*. DOI: 10.1080/10888691.2016/225500

Pieloch, K., **McCullough, M. B.**, **Marks, A. K.** (2016). Resilience of children with refugee statuses: A research review. *Canadian Psychology*. DOI:10.1037/cap0000073

Undergraduate Students: Interested in an Internship? Sign-up for Psych 350

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 great addition that all psychology undergraduate students can access at any point during their time here at Suffolk. *Psych 340 is a 1 credit pre-requisite for Psych 350.



Chair's Notes

A promise to our Student Body



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SUFFOLK
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Newsletter Editors
Katie Bolgioni, *Lead Editor*
&
Jessica Valente
&
Kristin Kelly

Dear Suffolk Psychology Department Community:

Over the last several weeks, many members of our community have expressed concerns about experiences of bias, microaggressions, and a lack of tolerance. The question of how best to promote inclusion and an open exchange of diverse ideas and perspectives is critical for the health of the Psychology Department and that of our institutions, neighborhoods, and our nation.

The purpose of this letter is to reaffirm our values and mission as a department to ensure a supportive learning environment for our diverse community of faculty, staff and students. As a community, we must embrace our rich diversity, demonstrate openness to inclusion, and foster increased understanding and sensitivity to cultural and individual differences. Our goal is to provide an educational and work environment in which thought, creativity, and growth are nurtured and stimulated, and in which all individuals are free to realize their full potential.

We must also acknowledge that we have continued work to do. We must commit ourselves to ensuring our department is an environment for learning and growth that is free of discrimination, intimidation and injustice. How can we do this? As faculty, we will commit ourselves to participate in the microaggressions training offered at the University this year. At the department level we commit ourselves to participate in diversity and social justice training to be organized this year. This departmental level

training will be the start of on-going annual trainings and colloquiums supported by the department to increase understanding and openness to cultural and individual differences for faculty, staff and students. We will also support the work of our Departmental diversity committee and utilize other departmental resources to identify better pathways to support those experiencing bias. We will reach out to student groups and participate in planning and organizing efforts to improve the departmental climate, in order to make the Psychology department a safe place to work and study. Each of these activities are steps along a continued path toward our goal of an open exchange of diverse ideas, beliefs, and information.

It is very important that we work together to ensure the respectful and free exchange of ideas that is at the heart of higher education. We encourage all in the department community to speak up and seek out the resources available in the department and on the Suffolk campus. Please join us in our commitment to foster inclusion and diversity, leading by example as we continue to work to better our community.

Respectfully,

Dr. Gary Fireman (*Chair*), Dr. Rosemarie DiBiase, Dr. David Gansler, Dr. Debra Harkins, Dr. Matthew Jerram, Dr. Gabrielle Liverant, Dr. Amy Marks, Dr. David Medoff, Dr. Susan Orsillo, Dr. Sukanya Ray, Dr. Sarah Schwartz, Dr. David Shumaker, Dr. Lotte Smith-Hansen, Dr. Michael Suvak, Dr. Lance Swenson, and Dr. Yvonne Wells



Student Lounge/Homework Area

1. Put these bodies of water in order in terms of volume from smallest to largest
4-2-1-5-3
2. What do the following 5 things have in common?
They are all drinkable liquids
3. What feature do the following words have in common?
They all start with a vowel, a-e-i-o-u