



SUFFOLK
UNIVERSITY
BOSTON

COLLEGE OF
ARTS & SCIENCES

Dates to Remember

January 19
Spring 2016 Courses
Convene

January 19
Deadline to apply for
May 2016
Graduation

February 26-27
Ph.D. Program
Interview Weekend

March 17
Evacuation Day

March 13-20
Spring Break

April 18
Patriots Day:
University Closed

May 2
Last Day of Classes

May 22
CAS Undergraduate/
Graduate
Commencement
Ceremony

PSYCHOLOGY DEPARTMENT

Newsletter

FALL 2015 | VOLUME 18, ISSUE 1

Meet Dr. Sarah Schwartz



Sarah Schwartz joined the psychology department at Suffolk University in September. Sarah received her doctorate in clinical psychology from the University of Massachusetts in 2013, where she focused her research on positive youth development and school- and community-based inter-

ventions for vulnerable adolescents. This work was informed by her previous experience as a high school teacher in Boston and New York Public Schools.

She completed her internship at Riverbend Community Mental Health with a focus on Adolescent Dialectical Behavioral Therapy (DBT). Upon graduation, she was able to build on her research in positive youth development as a Postdoctoral Fellow supported by the John D. and Catherine T. MacArthur Foundation. She also completed a clinical postdoctoral fellowship at Cambridge Health Alliance where she provided outpatient therapy to adolescents.

Her current research focuses on identifying effective strategies to foster healthy developmental outcomes in adolescents, particularly for those who may have little access or desire to participate in traditional mental health services. She has conducted a number of studies on youth mentoring relationships and the ways in which these relationships can promote positive social, emotional, and behavioral outcomes for youth. She is also studying interventions to support adolescents and emerging adults in cultivating social capital and social support. Additional areas of research include school-based mental health services, out-of-school learning, and youth activism.

See the full story on page 11 and meet our new Program Coordinator!

Mental Health Counseling Update

By Dr. David Shumaker

The Mental Health Counseling (MHC) Program has enjoyed another great year. This year we welcomed our largest and most diverse group of first-year students who hit the ground running and are beginning to apply for second-year practicum placements. Twenty second-year students are currently excelling in a wide variety of practicum sites; including residential substance abuse centers, community mental health agencies, and correctional facilities. Finally, our Certificate of Advanced Graduate Studies (CAGS) class is the largest in years, with many employed at sites where they are completing their internships.

(Continued on Page 2)

Graduate Students Learn Real-World Clinical Skills at Partnership Sites All Over Greater Boston and Beyond

By Dr. Lotte Smith-Hansen

In my role as clinical training coordinator, it is my great pleasure to help our department maintain strong partnerships with training sites throughout Greater Boston and beyond.

(Continued on Page 9)

MHC Program Update *Continued*

(continued from page 1)

We have also launched the accelerated BA/MA initiative and have welcomed two current senior Suffolk undergraduates into the program with great success. These Suffolk undergraduates will take two courses in our program during their senior year 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 savings and time (and anxiety) savings by waiving the GRE requirement for enrollment. Interested undergraduate psychology majors should speak to their advisors, or contact me at dshumaker@suffolk.edu for more information.

In another bit of major news, our program will sport a new look for next fall. In response to Massachusetts Licensing Regulation changes set to go into effect in July 2017, first-year students enrolling in the Fall of 2016 will commit to a two-year, 60-credit Master's program. In essence, the third-year, CAGs option will be absorbed into the Master's Degree, affording our future

students the opportunity to become eligible to sit for the licensing examination a year earlier than what is currently possible. Students already enrolled in our program will be unaffected by these changes, obtaining their Master's Degree in two years with 36-credits and many going on to complete the CAGs option during their third year. This program change should make for an exciting and challenging transitional year with our new cohort of students expected to enroll in five classes per semester instead of four. We have appreciated the cooperation and support of the department and Dean's office in the development of the new curriculum and cannot wait to get it started this fall. These changes will keep our program robust and vital for years to come. Looking ahead and at the plummeting temperatures outside, we hope to avoid a repeat of last winter's weather this spring semester, but are prepared to adjust to any scenario. Please continue to take care of yourselves and each other. I am most grateful to our faculty and staff for all that they do for our program.

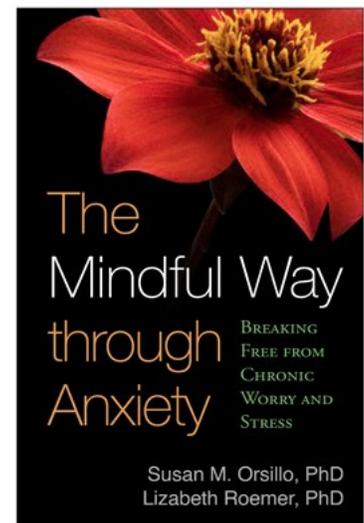
I wish you all a wonderful 2016!!!!!!

For more information about the Accelerated Joint Bachelor's / Master's Degree Program, please check out our website: <http://www.suffolk.edu/college/departments/55496.php>

Continuing Education Update By Dr. Gabrielle Liverant

The psychology department's Continuing Education and Colloquium (CE) Committee hosted an event on Monday, October 26th, in the McDermott Conference Room. Dr. Susan Orsillo, a Professor in our department, presented an introduction to the psychotherapeutic treatment that she co-developed: Acceptance Based Behavioral Therapy (ABBT). The Suffolk University Psychology Department is accredited by the American Psychological Association as a Continuing Education (CE) provider, and we offered free CE credits to our internal faculty and staff, as well as our community training partners, for participation in this event.

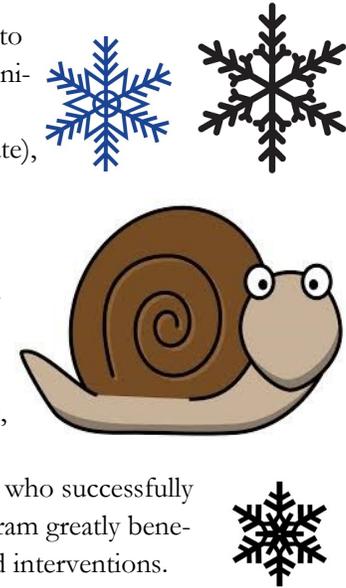
The program was attended by undergraduates, doctoral students, psychology department faculty, Suffolk Counseling Center staff, doctoral program alumni, and community training/education partners. We had representatives from local schools, university counseling centers, clinics, and hospitals join Suffolk 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. Our goal with these community building educational activities is to provide applied learning and training opportunities to benefit our Suffolk undergraduate and graduate students. Please stay tuned for additional offerings over the course of the year.



Doctoral Program Update

By Dr. Lance Swenson

Happy New Year! As we all frantically prepare for the upcoming semester, I am thrilled to have this opportunity to reflect upon the exciting events from this past fall. First, the Clinical Psychology PhD program welcomed the eight members of the 2015/2016 cohort, which includes: **Lindsey Marie Backer-Fulghum** (a respecialization certificate candidate), **Casey Evans** (mentored by Dr. David Gansler), **Shelley Kind** (Dr. Gabrielle Liverant), **Katie Kozak** (Dr. Debra Harkins), **John McKenna** (Dr. Amy Marks), **Ashley Pecchia** (Dr. Sukanya Ray), **Alison Sagon** (Dr. Sue Orsillo), and **Olivia Tousignant-Pienkos** (Dr. Gary Fireman). Congratulations to all in the new cohort on successfully completing semester one of the program! We wish them the best as they continue with their first-year coursework, prepare for their Early Research Project proposals, and eagerly anticipate the start of their practicum training next fall (or, in the case of Dr. Backer-Fulghum, continue on with their first year of clinical training). And while I discuss new entrants to the doctoral program, join me in a virtual big round of applause for Dr. Sarah Schwartz, who successfully navigated the demands of her first-semester as a tenure-track faculty member! The program greatly benefits from Dr. Schwartz' expertise in mentoring, risk and resilience, and community-based interventions. Congratulations, and we look forward to your continued success and contributions to the training of our clinical doctoral students.



As the members of the 2015/2016 cohort are just beginning their journey toward becoming clinical psychologists we are also happy to report that 11 students are completing their year-long clinical internship and moving towards their final stretch with us. This internship is the capstone experience of clinical doctoral training. These students include: **Meghan Collier Kearns** (VA Connecticut Health Care System), **Haley Duncanson** (Massachusetts General Hospital/Harvard Medical School), **Jadig Garcia** (Virginia Treatment Center for Children), **Sarah Getz** (VA Medical Center – Miami), **Tim Quinones** (Edith Nourse Rogers Memorial VA Medical Center), **Estie Reidler** (VA Maryland HCS/University of Maryland School of Mental Health), **Kay Schwader** (VA Central Western Massachusetts), **Kate Smidt** (VA Boston), **Elena Tenenbaum** (Alpert Medical School Brown University), **Roni Tevetmarkelevich** (Edith Nourse Rogers Memorial VA Medical Center), and **Julie Yeterian** (VA Boston). I have begun to receive copies of our internship mid-year evaluations, and I am pleased to note that, once again, our students are thriving as they undertake the various challenges and growth opportunities associated with their final year of doctoral training. Currently there are also 15 students who are applying for clinical internship for the 2016/2017 year. These students are in the midst of interviewing at various sites within the Boston area and around the country, and soon will begin the arduous task of preparing their rank-ordered lists. We wish those students all the best and are here to support in any way we can.

Turning to upcoming events, this next semester we will actively begin preparing for our upcoming accreditation site visit. APA's Commission on Accreditation has not yet released the specific date for our visit, but we know that it will occur in 2017, and thus it is time to undertake the self-assessments necessary to prepare our self-study. I am mentioning this now as a bit of a warning (be prepared to receive a number of information requests and online surveys!) and as an early "thank you" for your help in this endeavor.

For those of you still reading this semesterly update of the doctoral program, let me reward your perseverance with a "fun fact" – our esteemed chair Dr. Gary Fireman will be appearing on NPR's "You're the Expert" on January 28th at the Modern Theater! Stay tuned and we hope you will join us in listening in.

Undergraduate Alumni Highlight:

Melissa Levin



Melissa Levin (formally Demir) is a 2009 Bachelor of Science Psychology graduate. She is currently the Project Manager for the "YELL LAB" at Boston University (Youth and Young Adult Empowerment, Leadership, and Learning Lab). In this position, Melissa conducts research about community participation and self-advocacy of young adults who have developmental and intellectual disabilities. She also does work for Newton Public Schools as a Transition Specialist helping young adults (ages 18-22) who have disabilities navigate through the changes that occur as they transition from school to employment, college, and/or involvement in a day program. Prior to these positions, Melissa worked as an individual therapist at a community clinic.

What is your favorite memory at Suffolk?

My favorite memory while at Suffolk was when I participated in a scavenger hunt through one of Suffolk's clubs, Best Buddies. The purpose of the scavenger hunt was to raise awareness and money for the organization, Best Buddies, which pairs students in friendships with adults who have disabilities and organizes group events for the pair. For an entire day I went around Boston and Cambridge with a team of other Suffolk students in an attempt to solve riddles, take pictures at certain locations, and collect clues. These other students from the Best Buddies organization would eventually become my closest friends. It's amazing to look back on how joining a club based on similar interests helped us find one another, and we continue to see each other as much as possible!

"When I interviewed for graduate school, I consistently got feedback that my research experience was a big contributor in setting me apart from other applicants with similar academic backgrounds."

Do you have any advice for current students?

Even if you don't view yourself as a "research-type person," it is so important to stretch yourself to try out research. If you aren't ready to commit to being a research assistant, then you could try contributing to a literature review for a professor as a first step! Being an undergraduate research assistant allowed me to learn about the Institutional Review Board (IRB) and review IRB documents, input and code data, work directly with research participants, and help train new research assistants on the studies our lab was conducting. When I interviewed for graduate school, I consistently got feedback that my research experience was a big contributor in setting me apart from other applicants with similar academic backgrounds. The other added bonus of acting as a research assistant is having access to the Suffolk Clinical Psychology graduate students; I learned so much from them and their stories about what they did after receiving their undergraduate degrees. Keep in mind that helping out with research doesn't mean that you need to go to graduate school; employers in human services also look favorably upon undergraduate research experience.

I would also recommend using the career center. It is a great, free resource. I remember going to the career center on one occasion, toward the very end of my senior year, to talk about my resume. Looking back, I wish I had gone there more – and definitely earlier on – to tailor my resume for specific jobs. It was very helpful to have an expert point of view on the layout and content of my resume, and to learn about "buzzwords" that are important to include depending on the type of job.

Want to stay connected with our alumni network? Update your contact info:

<http://www.suffolk.edu/alumni/1332.php>

Meet the 2015-2016 Psychology Work-Study Students



Aretha Van Sluytman is a senior majoring in psychology. This past fall was her last semester with us. Working in the psychology department was an amazing opportunity for her as it allowed her to get to know professors and learn first-hand about any outside networking opportunities. Aretha would highly recommend this position to anyone interested in Psychology!

We wish Aretha a sweet farewell in her last semester!



Khiana Pierce is a senior majoring in psychology with a minor in sociology and will be graduating in May. She is interested in furthering her education and pursuing a career related to grief therapy. Her favorite part about working in the psychology department is the staff. She enjoys that everyone is very knowledgeable and eager to help.

"Being a part of the psychology department is a lot of fun!"



Niamh Concepcion is a business major with a double minor in psychology and education. She enjoys working in the psychology department, specifically the environment and staff. Niamh loves how much she is learning about psychology, the department, and the administrative experience she is gaining. In five years she hopes to have graduated from Suffolk and be working in the Boston area with training in Montessori education.



Isis Almazan is a psychology major in her freshman year. She enjoys working in the psychology department and her ability to get to know everyone who works in and around the psychology department on a more personal level. "Everyone is very nice to each other and there's always something to do." After graduation, Isis wants to take a break from school and really dive head first into the field of psychology that the world, and Boston, has to offer.



Cecelia Buckley is a senior majoring in psychology and minoring in English. She will be graduating in May and hopes to apply to a clinical program with a focus on children and adolescents after taking a year off to work and do research. She enjoys working in the department and being able to cultivate better relationships with her professors, instructors, and TAs, as well as learn more about the "ins-and-outs" of graduate programs similar to those offered at Suffolk.

Undergraduate Alumni Highlight:

Christopher Ray

Christopher Ray graduated from Suffolk University in 2013 with a bachelor of science degree in psychology. He works at Stony Brook University's World Trade Center Health Program as a data quality and clinical workflow analyst. He is currently enrolled in the Applied Health Informatics masters program at Stony Brook University. Since graduation, his interests have shifted from clinical psychology to more of the flow of health data. Chris' current job and educational training focus on ways of using technology to improve the efficiency and accuracy of data in the healthcare field.

"Suffolk has done a great job with providing me the fundamental intellectual knowledge in my fields of study."



Undergraduate Alumni Highlight Continued: Christopher Ray

What is your favorite memory at Suffolk?

My favorite memory is split between two events. The first memory is when I learned that I was studying abroad in Australia. I first pitched Australia to my parents as a joke. I didn't believe that I could afford it, nor coordinate studying abroad with my academic schedule. Suffolk helped me turn the joke into a reality. I went to Bond University on the Gold Coast for a semester and had an amazing time. I made friends that live in the country and look forward to the day when I can go back to the country to visit. My second favorite memory is when I was accepted to my internship at MGH. The internship was part of a requirement for my degree in psychology in order to get some real-world experience. It's hard for graduates with a bachelor degree in psychology to find jobs because of the vast options; however, the internship not only gave me a very important line on my CV, but also provided me with invaluable experience working in the field. Since, at the time, my intentions were to continue on to a career in clinical psychology, this research internship at MGH was a perfect fit for me. The internship prepared me to search for jobs after graduation, exposed me to things I liked, as well as things I knew that I wouldn't want to pursue. Most importantly, the internship connected me with very prominent people in the field.

Do you have advice for current students?

Network, network, and network. I hate to admit that the phrase "it's who you know" holds a lot of weight. Suffolk has done a great job with providing me the fundamental intellectual knowledge in my fields of study. But, Suffolk also provided me with the sources needed to excel in a field, contacts. Some of my professors at the university have made it their mission to assure the success of their students. Dr. Susan Orsillo and Dr. David Pantalone (now at UMass-Boston) are two *wonderful* faculty that have helped shape my interests today. Trust me, my interests have changed many times and the two of them (among others) have been there with me every step along the way making sure I have the resources I need to pursue my interests.



Myth or Truth: Test your Psychology Knowledge

Take a break from reading and test your knowledge on some famous psychology myths!

- 1.) **True or False:** Dreams occur in only a few seconds.
- 2.) **True or False:** Most people who were physically abused as children don't become abusers as adults.
- 3.) **True or False:** The word "schizophrenia" when translated, literally means "split mind" and defends the fact that schizophrenic individuals have more than one personality.
- 4.) **True or False:** People who are statistically average in their physical features are typically viewed as more attractive by others.
- 5.) **True or False:** Opposites attract and we are most romantically attracted to people who differ from us.

50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior by Scott O. Lilienfeld, Steven Jay Lynn, John Ruscio, and Barry L. Beyerstein.

Master of Science in Mental Health Counseling Alumni Highlight



Franchesca Stocker graduated from Suffolk's Mental Health Counseling graduate program in May 2009. Before enrolling in the program, she lived and studied in Argentina, her home country, where she received her license in Educational Psychology. Before coming to Suffolk, Franchesca worked part time in a private practice, treating children with learning disabilities and cognitive difficulties. She also worked part time in an orphanage for children whose parents were deemed unsuited for their care. Here, she made diagnoses and treated children and adolescents with educational, cognitive and emotional disturbances. While working, Franchesca felt that something was absent and didn't feel complete academically or professionally. She decided that she wanted to do something different, expand her knowledge of counseling, and explore the possibilities of working with other clients and settings so she applied for the master's program at Suffolk.

Franchesca found her experience at Suffolk to be even more than she had anticipated.

"The program offered the perfect combination of theory and practice, which meant that I had the opportunity to put into practice everything we learned. It was an exciting and memorable experience, that helped me grow professionally. I found classes to be very interesting, and was surprised to see that professors were friendlier and more open than the ones I had back home. Professors always encouraged class participation, debates, and were eager to answer any questions we had. This made classes dynamic and fun. Back home we are used to a more "theory based" type of education, and teachers are placed in a high hierarchy where they are unreachable and distant. So this experience was profoundly rewarding."

"One thing I would advise current students to do is to enjoy every minute of your graduate school experience because it goes by really fast."

When Franchesca arrived back to Argentina after completing the program, she felt a little lost at first and wasn't sure where to start. As she settled back in and figured out what she wanted to do with her professional life, she started working in a non-governmental organization dedicated to Ecological and Environmental Education. Here, she was the Educational Director, and her job consisted mainly of developing programs that were suited for children of different ages at schools in Buenos Aires. She also supervised teachers and made sure that the curriculum was appropriate for every grade. It was an interesting and different job which gave her the opportunity to work in a setting that she had never worked before. However, Franchesca soon realized that it was not what she wanted to do for her career.

Franchesca joined a postgraduate program at a local hospital where she studied diabetes education. When she was half way through her studies, and in collaboration with other professionals, she started her current career running a group called VidaDiabetes (Spanish for Life & Diabetes). This organization has a goal of helping individuals with diabetes, and family members, feel comforted, understood, educated, counseled and informed.

On where she is today Franchesca says "Today I can say I feel professionally satisfied. This job has been everything I was waiting for. Helping others live better lives with their diabetes has made me feel very happy. I have created a bridge between my personal and my professional life that is extremely gratifying."

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

My favorite memory is the internship experience. I was very lucky to find a position in a place where supervisors were eager to teach, guide and share their experience and knowledge openly. Also, I made really good friends working there,

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so I couldn't feel more pleased to be there.

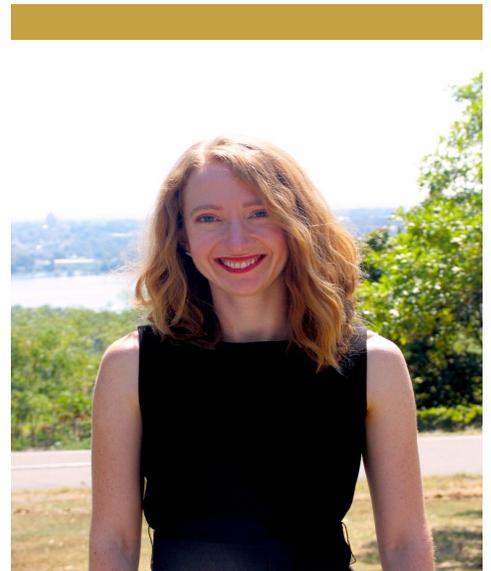
Do you have any advice for current graduate students?

One thing I would advise current students to do is to enjoy every minute of your graduate school experience because it goes by really fast. Sometimes, when I was in the middle of exams, I found it difficult to relax and just seize the amazing experience of learning. Also, Suffolk offers unique opportunities to get to know international people from all over the world. This is something to really be thankful for. So I would encourage students to make the best of it by being open, reaching out and getting to know new people.

Ph.D. in Clinical Psychology Alumni Highlight

Eva Woodward enrolled in the clinical psychology doctoral program at Suffolk University in 2009 after receiving her bachelor of arts in psychology from Oklahoma State University. While at Suffolk, she completed practicum training in a variety of settings including the Bedford VA Hospital and McLean Hospital. Eva completed a pre-doctoral, one year internship at Brown Medical School in Providence Rhode Island. She was mentored primarily by Drs. David Pantalone (now at University of Massachusetts--Boston) and Amy Marks.

Currently Eva is a postdoctoral fellow at the VA in Little Rock, Arkansas, in a two-year research position funded by the Mental Illness Research, Education, and Clinical Center (MIRECC). Her focus is on implementation science--the science of how evidence based programs become routinely utilized in clinical practice. Specifically, Dr. Woodward is researching how to implement primary care mental health services into medical centers which are under-resourced or predominantly serving marginalized individuals.



What is your favorite memory at Suffolk?

Suffolk University provided such a supportive environment with many competent faculty, just one favorite memory would be impossible. Some of the highlights were pranking Dr. Lance Swenson with fellow cohort members at a conference in Montreal, the time that Dr. Michael Basseches insisted we analyze a dream I had about my cohort in class (a chicken mascot and a junkyard were involved), and meditating weekly in Dr. Sue Orsillo's mindfulness and acceptance-based therapies class (a life changing experience!).

Any advice for current students?

A PhD program is truly a resource--a time in which people are focused keenly on your professional development. I believe it is a resource to be utilized--initiate collaborations with investigators you're interested in working with (after checking with your mentor, of course) by offering to help with any manuscripts or studies, apply for funding and awards for things you'd be doing for degree completion anyway, and go to special trainings at the regional or national level.

Students at Suffolk are especially well resourced because they live in Boston--seek out information and clinicians and investigators beyond the Suffolk walls. For example, if you want to do a practicum that doesn't exist, see if you can create it at a site nearby.

“A PhD program is truly a resource—a time in which people are focused keenly on your professional development .”

Psychology Department

Undergraduate Partnership Highlight

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Since 2002, **Advances Learning Center** has been committed to serving children and young adults with a variety of diagnoses. This program helps these children and young adults by teaching them appropriate and functional alternative behaviors which aids in increasing their confidence and social agility, and they provide an accepting environment that fosters independence. Advances Learning Center offers in-home ABA services, social skills groups at their Watertown office, parent training, and school-based services. An internship at Advances provides students with different hands on opportunities, such as, to help facilitate in the social skills group program by working directly with clients. Additionally, interns learn to use various assessment tools and teaching strategies by working directly with multiple Board Certified Behavior Analysts®. " This is a site open for our undergraduate psychology students enrolled in our Psych 350 class.



How do interns enhance your site?

Interns enhance our site by helping us ensure quality service delivery. They are key players in the implementation of our social skills groups.

How do interns enhance the Boston community?

The interns enhance the Boston community because we provide services to families who live in the Boston community. These services improve the quality of life for the client, their family, and their environment.

What are the benefits of students receiving a hands on experience?

Receiving a hands-on experience gives interns the chance to make an educated decision on how they'd like to use their psychology degree. ABA is one option and their position here will provide real insight on what a career in ABA might look like.

Graduate Students Learn Real-World Clinical Skills at Partnership Sites All Over Greater Boston and Beyond

(Continued from page 1)

These partnerships greatly enhance the education and training of all our graduate students.

In our Mental Health Counseling master's program, we have 19 students on practicum and 14 students on internship this year.

In our Clinical Psychology PhD program, we have 9 students on Practicum I, 10 students on Practicum II, 16 students on Advanced Practicum, 11 students completing a program-sanctioned work experience, and 11 students on internship.

All in all, we are partnering with as many as 54 training sites in educating the next generation of counselors and psychologists.

We have one training site on campus, and feel proud to collaborate with the Suffolk University Counseling Health and Wellness Center staff who have provided outstanding training for our trained our doctoral students.

Many of our other partnership sites are close to campus, including Massachusetts General Hospital and Brookline Mental Health Center. But we also partner with sites all over the greater Boston area, across the state of Massachusetts, in Providence, RI, and Nashua, NH, even in Chicago, IL, Canada and Ecuador!

Across these sites, our graduate

students are involved in helping children, adolescents and adults seeking mental health services.

They provide assessment services in the form of structured diagnostic interviews, psychological testing, and neuropsychological evaluations.

They provide counseling and psychotherapy using a variety of modalities, including individual, couples, family, and group therapy formats.

They provide skills coaching, in-home therapy, case management, court accompaniment, and many other types of services.

They consult with other profes-

sionals, such as teachers, social workers, psychiatrists, neurologists, and primary care physicians.

One of the best parts of my job is to read the supervisor evaluations and visit the training sites, where I hear so much positive feedback about our talented graduate students! Thank you to the graduate students for being such wonderful representatives of the Psychology Department and Suffolk University.

See Page 13 for a full listing of our Current Sites.

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 enter
Psych Dissertation in the
“Other” field under “Fund.”

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.

Reflections on Psych 340: Professional Development in Psychology

By Dr. Sue Orsillo

Fall 2015 was a busy and exciting semester for the inaugural group of students who completed the new one credit course *Psychology 340: Professional Development in Psychology*. The goal of this course is to enhance students’ understanding of the career options available to psychology majors and provide them with the skills and knowledge needed to secure an internship/ first job.

Students started off the semester by engaging in a comprehensive examination of their personal career strengths and interests. Integrating feedback from their own self-reflection, interviews with family and friends, and results obtained from the FOCUS 2 career assessment program, students were able to gain insight into the unique skills they can leverage to succeed in graduate school and/or the workplace.

Next, students completed an in-depth study of the career and graduate school options available to psychology majors. Students conducted research into a broad array of career options that included mental health counseling, social work, higher education administration,

human resources, law enforcement, education, and law (just to name a few) and they shared their most valuable “take home” messages with the class. We also had a series of small group discussions aimed at “*what I always wanted to know about psychology, but was afraid to ask*”. In these discussions, students learned about the degree options for someone interested in starting a private practice, the differences between a PsyD and PhD, and ways in which they could put their psychology knowledge to use in business, public service, and education.

A number of guest speakers (many Suffolk alumni) visited the class to share their career stories and answer students’ questions about potential employment options. Some of the speakers included Ronald Selesky, M.Ed, L.S.W., L.M.H.C., **Behavioral Care Manager at Tufts**, Shawn Healy, Ph.D., **Clinical Psychologist at Lawyers Concerned for Lawyers**, Mariam Hindiyeh, **Family Service Provider at South Bay Mental Health**, Suzyn Ornstein, **Professor of Management & Entrepreneurship at Suffolk**, and Jamie Reed, BCBA, Training Coordinator at **Advances Learning**

Center. Once students developed a clear sense of their interests, strengths, and career options, the remainder of the semester was focused on developing personalized plans for success. Although there was some overlap in these plans – for instance all students developed a cover letter and resume and got individualized feedback from a career counselor - students were free to choose from a number of additional activities that included developing their LinkedIn Profile, writing an elevator speech, attending a graduate school fair, or preparing for a behavioral interview.

Overall, I think the class was extremely successful in teaching our majors about the many graduate school and career options available to them after undergraduate graduation and I am looking forward to continuing to develop and refine the course. There is a wealth of information our undergraduate students need to ensure they are prepared to make wise career choices and I find it extremely gratifying to help students on this journey.

Meet Dr. Sarah Schwartz (continued from page 1)

What do you like best about teaching at Suffolk?

The students! I've only taught in the doctoral program so far, but I have been so impressed with the enthusiasm and passion students bring to class everyday. I also enjoy the opportunity to integrate my experience as a (high school) teacher, a clinician, and a researcher in developing my classes. And I feel lucky to be at a university that really emphasizes and supports high quality teaching and learning. I'm looking forward to the opportunity to teach undergraduate students this coming semester!

When did you first become interested in the field of psychology?

I was actually a psychology major in college, but then I decided to become a high school teacher after I graduated. As a teacher working first in New York and then Boston Public Schools, I realized that my favorite part of teaching was the time I spent with students outside of class. I chose to return to school to get my doctorate in clinical psychology so I would be able to focus more on young people's mental health needs as well as developing programs and services that foster positive developmental outcomes among youth.

What advice would you give someone who is considering a career in psychology?

I would recommend reaching out to people in psychology and related fields to ask them about their careers and their paths to those careers. These people can both give you information to help you make decisions about your own career path, as well as be valuable connections, or mentors, as you move forward in your career.

Meet our New Program Coordinator: Katelyn Bolgioni



Katelyn Bolgioni was born and raised in the small town of St. Albans, VT where she started skiing at three, learned to drive standard, milked cows, and made maple syrup. She attended the University of Vermont where she majored in Human Development and Family Studies and double minored in Nutrition and Business.

Katie is currently working on her Master's in Business Administration at UMass Boston, but hopes to transfer to Suffolk for the Fall 2016 semester. Upon graduating a semester early from undergrad, Katie stayed in Vermont for a while and worked for the University of Vermont Medical Center where she did administrative work for the Medicine Chairs office and Facilities Management. Tired of the small pond, Katie moved to Boston in January 2015 to try her luck out in a bigger pond. She found work as an Admissions Assistant at Bay State College before joining the Suffolk Psychology Department in December. So far Boston has been amazing for her!

What is it like working in the psychology department?

It is very busy with a lot going on at once. But despite the chaos, the psychology department has a positive and supportive atmosphere where everyone still finds time to help other colleagues and students and answer whatever questions one might have. I am very happy to be a part of such a delightful team!

What do you like about Suffolk?

There are a couple of things I love so far about working for Suffolk. I love that the campus is in the heart of Downtown Boston. It is so neat to walk to work and be right in the center of where the hustle, bustle and history is. The commute isn't terrible either as it seems like

all T lines come straight to Suffolk. I also love the sense of community at Suffolk, not only within the psychology department, but across the campus. Everyone is really helpful and friendly, the students are really smart and dedicated, and the overall culture of the school is really established and enthusiastic.

When you aren't here in the department, where can we find you?

I love to work-out, run, just be on the move and be outside. If I am not here, I am most likely outside running around the city, taking a walk, or at my gym just a couple of blocks away. I need to balance that Italian love of food with something!

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

Katharine Smidt

Emotional Granularity and State Effects

Hope Forbes

The Effects of Group Membership on College Students' Social Exclusion of Peers

Brian Rood

Evaluating the Applicability of Meyer's Minority Stress Model to the Lived Experiences of Transgender Individuals: Exploring Primal Stressors, Coping, and Resilience

Julie Yeterian

Examining the Role of Religion and Spirituality in Adolescents' Recovery from Substance Use Disorders

Camila Godoy

Legal Vulnerability in Latino Immigrant Families: A Quantitative Exploration of the Psychological Impact of Liminal Legality

Psychology Department News & Announcements

Neena McConnico received the *Women of Excellence* award for her work on [The Child Witness to Violence Project](#). Her work focuses on a therapeutic advocacy and outreach project that focuses on the growing number of young children who are hidden victims of domestic and community violence and other trauma-related events. Dr. McConnico is a 2011 Ph.D. graduate and is currently a Program Director at the Boston Medical Center.

Athene Lee finished her fellowship at Brown University Alpert Medical School where she was offered a Research Neuropsychologist position within the Neuropsychology Department. Dr. Lee is a 2013 graduate of the Ph.D. program

Daniel Millstein (4th year Ph.D. student) and **Alexandra Dick** (3rd year Ph.D. student) attended *The Mind and Life* Summer Research Institute in Garrison, NY in June 2015. Students have to apply to attend this week long conference and this years focus was on *Fear and Trust in Self and Society*.

Cecile Morvan and partner Joseph Ross welcomed Benny Edmond Ross on 10/29/15—incidentally his daddy's birthday too! Cecile is a 2015 graduate of the Respecialization Certificate Program.

PhD Clinical Psychology graduate (2015) **Hope Forbes** and husband Steve Hecht welcomed Madison Alexandra Hecht on 11/28/15.

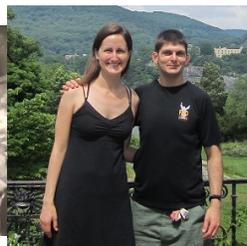
Sara Danitz received the 2015 Best Student Poster Award at the ABCT 49th Annual Convention. Sara is a 4th year student in our Clinical Psychology Ph.D. program currently doing research under Dr. Sue Orsillo.



Welcome Benny!



Greetings Alexandra!



Dan and Alex in Garrison, NY



Dr. Neena McConnico with research mentor Dr. Yvonne Wells

Our 2015-2016 Graduate Practicum Training Sites

Doctoral Program

Medical Centers	Community Clinics/Practices	University/School Based
Veterans Affairs Medical Center Boston	Massachusetts Mental Health Center	Suffolk University Counseling Center
Veterans Affairs Medical Center Bedford	Joseph M. Smith Community Mental Health Center	Clark University Counseling Center
Massachusetts General Hospital	Brookline Community Mental Health Center	Boston University Center for Anxiety & Related Disorders
McLean Hospital	Boston Behavioral Medicine	Newton Public Schools
Beth Israel Deaconess Medical Center	May Institute Cross-Roads Day Treatment Program	
Brigham and Women's Hospital	Nashua Counseling Center	
Cambridge Health Alliance	New England Assessment & Treatment Group	
Women & Infants Hospital, Brown University	Child & Family Psychological Services	
Emma Pendleton Bradley Hospital	Allsion Schettini Evans, PhD, Neu- ropsychological Evaluations	
Victoria General Hospital (British Columbia, Canada)	Center on Halstead (Chicago, IL)	
	Ecuador Professional Preparation Program (Ecuador)	

Masters Program

Bay Cove Human Services	Bay State Community Services Granite House	Bridgewell
Charlestown Substance Abuse Coalition	Edinburg Center	Hope House
Jewish Community Center	Lahey Health Behavioral Services	Malden High School
North Suffolk Mental Health Association	Northshore Recovery High School	Respond, Inc.
Riverside Community Care	South Bay Mental Health	South Boston Community Health Center
South End Community Health Center	Span, Inc.	Triumph Center
Victory Programs	Wayside Family Works	Worcester House of Corrections



Psychology Department

Presentations and Publications

Presentations

- Alicia, J., **DiBiase, R.** (2015, Nov). *Differential susceptibility to behavior problems in preschoolers: Temperament and Stress.* Meeting of the Society for Study of Human Development, Society for Study of Human Development, Austin, TX.
- Barker, L., Glanz, B., **Moes, E.**, Dickerson, B., Guttman, C., Buckle, G. (2015, May). *Cerebral activation patterns associated with increased working memory demand in multiple sclerosis.* Presented at the meeting of the Massachusetts Neuropsychological Society Annual Science Symposium, Boston, MA.
- Calloway, A., Hayes-Skelton, S., Roemer, L., **Orsillo, S.** (2015, April). *Working alliance over time across an acceptance-based behavior therapy and applied relaxation for clients with generalized anxiety disorder.* Presented at the meeting of the Anxiety and Depression Association of America, Miami, Florida. Cognitive Therapy, Chicago, IL.
- Danitz, S., Suvak, M., Orsillo, S.** (2015, Nov). *Examining moderators and mediators of change within an acceptance-based behavioral program in a first year seminar for undergraduates.* Poster presented at the meeting of the Association for Behavioral and Cognitive Therapy, Chicago, IL.
- Dick, A. M., & Suvak, M. K.** (2015, June). *Mindfulness and related constructs, emotion differentiation, and affective instability.* Poster presented at the 2015 Mind and Life Summer Research Institute, Garrison, NY.
- Dick, A., Khan, A., Kind, S., Suvak, M., Kamholz, B., Sloan, D., Liverant, G.** (2016). *The impact of fear of depression and emotion regulation in veterans with major depressive disorder.* Poster presented at the meeting of Anxiety and Depression Association of America, Philadelphia, PA.
- Dick, A., Suvak, M.** (2015, June). *Mindfulness and related constructs, emotion differentiation, and affective instability.* Presented at the meeting of the 2015 Mind and Life Summer Research Institute, Garrison, NY.
- Fireman, G.D.** (2015, Oct.). *Adolescent identity, sexuality and abortion.* Discussant

following a production of Dry Land, the Calderwood Pavilion, Company One, Boston, MA.

Fireman, G.D. (2015, June). *Impact of child maltreatment on LGBTQ multicultural youth.* Discussant following a production of Edith Can Shoot Things and Hit Them, the Calderwood Pavilion, Company One, Boston, MA.

Gansler, D., Aycecegi, A., Dinn, W. (2015, May). *Dysexecutive behavior and its assessment.* Symposium conducted at the meeting of Istanbul University, Turkey.

Gu, G., Orsillo, S.M. (2015, Nov). *Training outcomes for a one-day ABBT training: A preliminary study.* Poster presented at the meeting of the Association of Behavioral and Cognitive Therapies, Chicago, IL.

Harkins, D., Ronanye, M., Shearer, J. (2015, June). *Displaced, dislocated and forgotten: Managing a crisis in the homeless community.* Poster presented at the meeting of the 15th SCRA Biennial Conference, University of Massachusetts Lowell, Lowell, MA.

Harkins, D., Sanchez, B., Mathiesen, M., Billingsley, A. (2015, June). *Media activism: Using media to build power for social change.* Poster presented at the meeting of the 15th SCRA Biennial Conference, University of Lowell, Lowell, MA.

Jarvi, S. M., Björgvinsson, T., & Swenson, L. P. (2015, November). *A multimethod approach to understanding implicit identification with non-suicidal self-injury.* Poster presented at the 49th Annual Convention for the Association of Behavioral and Cognitive Therapies (ABCT) in Chicago, IL.

Jarvi, S. M., Björgvinsson, T., & Swenson, L. P. (2016, Jan). *Initial findings from a multimethod approach to understanding implicit identification with non-suicidal self-injury in a partial hospital program.* Poster to be presented at McLean Hospital Annual Research Day in Belmont, MA.

Kaitz, J.E., Athineos, C., Harkins, D., Ray, S. (2015, June). *Service learning in psychology: A graduate student perspective.* Poster presented at Biennial Conference of the Society for Community Research and Action (Division 27 of the American Psychological Association), Lowell, MA.

Kamholz, B., Liverant, G., Aaronson, C., Hill, J. (2015, March). *Transdisciplinary education in cognitive-behavioral therapies (CBTs): Strategies for training psychiatry residents.* Poster presented at the meeting of Anxiety and Depression Association of America, Miami, FL.

Kamholz, B., Liverant, G., Hill, J. (2015, Nov). *Mini workshop: Training psychiatry residents in cognitive-behavioral therapies (CBTs).* Poster presented at the meeting of Association for Behavioral and Cognitive Therapies, Chicago, IL.

Khan, A., Kind, S., Milligan, C., Kamholz, B., Sloan, D., Liverant, G. (2016). *The additive effect of social anxiety disorder in type of learning in a sample of veterans with major depressive disorder.* Poster presented at the meeting of Anxiety and Depression Association of America, Philadelphia, PA.

Liverant, G., Rosebrock, L., Sloan, D., Pizzagalli, D., Kamholz, B. (2015, Nov). *Associations among smoking, anhedonia, and reward learning in depression.* Poster presented at the meeting of Association for Behavioral and Cognitive Therapies, Chicago, IL.

Mansbach, W. E., Mace, R. A., & Clark, K. M. (2015, July). *The efficacy of a computer-assisted rehabilitation program for patients with mild cognitive deficits: A pilot study.* Poster presented at the Alzheimer's Association International Conference annual meeting, Washington, DC.

Mansbach, W. E., Mace, R. A., Clark, K. M., & Firth, I. M. (2015, July). *Enhancing person-centered care by comparing cognitive functioning in long-term and short stay nursing home residents.* Findings presented at the Alzheimer's Association International Conference annual meeting, Washington, DC.

Mansbach, W. E., Mace, R. A., Clark, K. M., & Firth, I. M. (2015, July). *Optimizing dementia care through improved assessment practice: Training nursing home staffs to proficiently administer the brief cognitive assessment tool (BCAT).* Poster presented at the Alzheimer's Association International Conference annual meeting, Washington, DC.

Medoff, D. (2015, June). *Psychological evaluations in probate and family court.* Poster presented at the meeting of Connecticut Judicial Institute, New Haven, CT.

Miller, P. M. & DiBiase, R. (2015,

March). *Comparing factors predicting children's and teachers' perceptions of peer acceptance.* Presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Orsillo, S. (2015, March). *Acceptance-based behavioral therapy: An overview of the research.* Presented at the meeting of Beteendeterapeutiska Föreningen – BTF [Behaviour Therapy Association], Stockholm, Sweden.

Orsillo, S. (2015, May). *The mindful way through anxiety.* Presented at the meeting of Psychology Training, Montreal, QC Canada.

Orsillo, S.M., Roemer, L. (2015, Nov). *The mindful way through muddy emotions.* Poster presented at the meeting of the Association for Behavioral and Cognitive Therapy, Chicago, IL.

Ray, S. (2015, March). *India in 21 century.* Presented at the meeting of the World Affairs Council and Lowell Institute, Suffolk University, Boston, MA.

Ray, S. (2015, March). *International students and American classroom style.* Presented at the meeting of the Office of International Student Services, Suffolk University, Boston, MA.

Ray, S., Al-Harty, S., Diep, Q. (2015, Oct). *Does skin color impact mental health risks among females? Understanding its complex dynamics, correlates, and cultural perspectives.* Presented at the New England Psychological Association Conference, Fitchburg State University, Fitchburg, MA.

Ray, S., Diep, Q., Karki, R., Toth, I., Randazzo, S. (2015, Nov). *Community outreach and engagement: A collaborative approach to advocacy.* Presented at the meeting of the Massachusetts Psychological Association, Norwood, MA.

Ray, S., Harkins, D., Diep, Q. (2015, June). *Can we move community psychology from the fringe? A collective dialogue.* Poster presented at the meeting of the 15th SCRA Biennial Conference, University of Massachusetts Lowell, Lowell, MA.

Ray, S., Harkins, D., Diep, Q. (2015, June). *Can we move community psychology from the fringe? A collective dialogue.* Poster presented at the meeting of the 15th

Presentations Continued

SCRA Biennial Conference, University of Massachusetts, Lowell, MA.

Schaumburg, S. A., Flanagan, J. C., Roemer, L., Kashdan, T., Block-Lerner, J., Battett, J., Crome, E., **Forbes, M.** (2015, Nov). *Innovative approaches to collaborative scientific writing*. Poster presented at the meeting of the Association for Behavioral and Cognitive Therapy, Chicago, IL.

Schwartz, S. E. O. (2015, Oct.). *The connected scholars program: A youth initiated mentoring intervention*. Invited talk at the Thrive Foundation for Youth Conference on Natural Mentoring., Boston, MA.

Serowik, K. L., & Orsillo, S. M. (2015). *The relationship between substance use, experiential avoidance, and personally meaningful experiences*. Poster presented at Association

of Behavioral and Cognitive Therapies Convention, Chicago, IL.

Serowik, K., Orsillo, S. (2015, Nov). *The relationship between substance use, experiential avoidance, and personally meaningful experiences*. Poster presented at the meeting of the Association for Behavioral and Cognitive Therapy, Chicago, IL.

Veloria, C., **Harkins, D.**, Wiltz, F.P., Hogan, P., Carroll, S. (2015, June). *Using FPLCs to increase faculty participation in service learning*. Poster presented at the meeting of the 15th SCRA Biennial Conference, University of Massachusetts Lowell, Lowell, MA.

Wheeler, A., DiBiase, R. & Miller, P. M. (2015, October). *Controlling parenting as a moderator of shy temper-*

ament in the development of internalizing problems in preschoolers. Presented at the meeting for the Society for the Study of Human Development, Austin, TX.

Wolfe, T., Ray, S. (2015, Oct). *Do race and gender impact meaning-making valence following trauma exposure?* Presented at the meeting of Diversity Challenge Conference: Institute for the Study and Promotion of Race and Culture, Boston College, Boston, MA.

Woodward, E., Banks, R., Marks, A., Pantalone, D. W. (2015, April). *Innovations in behavioral HIV prevention: Identifying psychological strengths in high-risk sexual minority men*. Poster presented at the meeting of Society of Behavioral Medicine, San Antonio, TX.

Publications

Bankoff, S., Marks, A. K., Swenson, L., Pantalone, D. (2015). Examining associations of sexual attraction and attitudes on women's disordered eating behavior. *Journal of Clinical Psychology*.

Batejan, K. L., Jarvi, S. M., Swenson, L. (2015). Sexual orientation and non-suicidal self-injury: A meta-analytic review. *Archives of Suicide Research*, *19*, 131-150.

Batejan, K. L., Swenson, L. P., Jarvi, S. M., & Muehlenkamp, J. J. (2015). Perceptions of the functions of non-suicidal self-injury in a college sample. *Crisis*, *36*, 338-344. doi: 10.1027/0227-5910/a000332

Bodzy, M. E., Barreto, S., **Swenson, L.**, Liguori, G., Costea, G. (2015). Self-reported psychopathology, trauma symptoms and emotion coping among child suicide attempters and ideators: An exploratory study of young children. *Archives of Suicide Research*, *10*. 10.1080/13811118.2015.1004469

Czech, S., Orsillo, S. M., P. P., E. T., C. A. (2015). Association between specific depression symptoms and glycemic control among patients with comorbid type 2 diabetes and provisional depression. *The Primary Care*

Companion for CNS Disorders, *17*, 317-349.

DiBiase, R., & Miller, P. M. (2015). Self-perceived competence and social acceptance in preschoolers of differing economic and cultural backgrounds. *The Journal of Genetic Psychology: Research and Theory on Human Development*, *176* (3), 139-155.

Gansler, D. A., Suvak, M., Arcan, P., Alexopoulos, G. (2015). Role of executive dysfunction and dysexecutive Behavior in late-life depression and disability. *American Journal of Geriatric Psychiatry*, *23*, 1038-1045.

Glick, D. M., Orsillo, S. M. (2015). An investigation of the efficacy of acceptance-based behavioral therapy for academic procrastination. *Journal of Experimental Psychology: General*, *144* (2), 400-409.

Hayes-Skelton, S. A., Calloway, A., Roemer, L., **Orsillo, S. M.** (2015). Decentering as a potential common mechanism across two therapies for generalized anxiety disorder. *Journal of Consulting and Clinical Psychology*, *83* (2), 395-404.

Hirsch, P.L. & Sandberg, E.H. (2015). Microdevelopment of complex featural and spatial integration with contextual

support. *Child Development Research*. doi:10.1155/2015/902584

Martin, E. C., **Dick, A. M.**, Scioli-Salter, E. R., & Mitchell, K. S. (2015). Impact of a yoga intervention on physical activity, self-efficacy, and motivation in women with PTSD symptoms. *The Journal of Alternative and Complementary Medicine*. *21* (6). 327-332. doi:10.1089/acm.2014.0389

Millstein, D. J., Orsillo, S. M., Hayes-Skelton, S. A., Roemer, L. (2015). Interpersonal problems, mindfulness, and therapy outcome in an acceptance-based behavior therapy for generalized anxiety disorder. *Cognitive Behaviour Therapy*, *44* (6), 491-501.

Morgan, L., **Danitz, S., Orsillo, S. M., Roemer, L.** (2016). Mindfulness approaches to psychological disorders. In H. Friedman (Ed.), *Mindfulness Approaches to Psychological Disorders, Encyclopedia of Mental Health*, (pp. 148-155). New York: Elsevier.

Muehlenkamp, J. J., **Swenson, L., Batejan, K. L., Jarvi, S. M.** (2015). Emotional and behavioral effects of participating in an online study of non-suicidal self-injury: An experimental analysis. *Clinical Psychological Science*, *3*, 26-37.

Rappaport, N., Pollack, W. S., Flaherty, L. T., **Schwartz, S. E. O.**, McMickens, C. (2015). Safety assessment in schools: Beyond risk. *Child & Adolescent Psychiatric Clinics*, *24*, 277-289. doi: <http://dx.doi.org/10.1016/j.chc.2014.11.001>

Smidt, K. E., Suvak, M. (2015). A brief, but nuanced, review of emotional granularity and emotion differentiation research. *Current Opinion in Psychology*, *3*, 48-51.

Smith-Hansen, L. (2015). The therapeutic alliance: From correlational research to training models. *Journal of Psychotherapy Integration*, doi:10.1037/int0000012

Suarez-Orozco, C., Abo-Zena, M., **Marks, A. K.** (2015). *Transitions: The Development of Immigrant Children*. New York, NY: NYU Press.

Suyemoto, K., Day, S., & **Schwartz, S. E. O.** (2015). Exploring the effects of social justice youth programming on racial and ethnic identities and activism for Asian American youth. *Asian American Journal of Psychology*, *6*, 125-135. doi: 10.1037/a0037789

Yeterian, J. D., Bursik, K., Kelly, J. F. (2015). Religiosity as a predictor of adolescents' substance use disorder treatment outcomes. *Substance Abuse*.

Department Chair's Notes

by Dr. Gary Fireman



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Find this newsletter and past newsletters on our webpage:
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SUFFOLK
UNIVERSITY
BOSTON

Newsletter Editors

Katie Bolgioni, *Lead Editor*

Eileen Mises

&

Jessica Valente

With the start of 2016 I hope that everyone had a wonderful holiday season. For our December graduates, congratulations and best wishes for your success in the next steps for your career and life plans. Please stay in touch with us as we love to hear how you are doing. For students returning from the winter break, welcome back and we hope you feel refreshed and excited to return to the Suffolk community. We are excited to be back and look forward to working together with you in the classroom, research labs, psychology clubs and organizations.

As can be seen throughout this newsletter, the psychology department continues to be an active and vibrant place. We have welcomed a fantastic new faculty member, Dr. Sarah Schwartz, a clinical psychologist whose scholarship focuses on adolescent risk and resilience, school and community based interventions, and youth mentoring. She will be teaching in both our undergraduate and graduate programs and I encourage you to take her courses and get to know Dr. Schwartz. Another great addition to the psychology team is Katelyn Bolgioni. Ms. Bolgioni is our new staff program coordinator. Ms. Bolgioni is a graduate from the University of Vermont and has an outstanding track record of professional experience in both educational and medical settings. We are thrilled that both Dr. Schwartz and Ms. Bolgioni have joined the department. The second big change about to happen is the shift to a 60 credit two-year masters in our mental health counseling program. This change will be a tremendous benefit to our students, as a third elective year of participation in the CAGS program will no longer be needed for licensure. This change is consistent with the new state licensure requirements and strengthens the program as a whole. Finally, the psychology department is honored to welcome Dr. Simge Sisman-Bal as a visiting scholar. Dr. Sisman-Bal comes to us from Istanbul University in Turkey. She specializes in neuropsychology and cognitive psychology with a focus on executive functions and hemispheric asymmetries. Dr. Sisman-Bal will be at Suffolk for the spring 2016 semester.

To update you on our department move, yes it is still happening. The date was moved from December 2015 to May 2016, but the plans remain in place. We continue to be excited about the move and are confident the space will improve our ability to teach and collaborate with students. Stay tuned as our next news letter should be full of information about our new digs.

The psychology department takes great pride in creating a community that promotes learning, creativity, and collegiality. Knowledge in the science of psychology continues to prepare our students to succeed in the broad range of professions related to individual, group and organizational behavior. I look forward to our continued work together.

Answers from page 6: 1.) F, many dreams last a half hour or more 2.) T 3.) F, although the translation is true, schizophrenia is often confused with multiple personality disorder/dissociative identity disorder 4.) T 5.) F