The **P**sy.D. **O**ut**P**ut



Clinical Psychology Doctoral Program College of Liberal Arts & Sciences, LIU Post (516) 299-2090

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The LIU Post Clinical Psychology Doctoral Training Program has over 200 graduates working domestically and abroad in settings as diverse as community hospitals, university counseling centers, private practice, VA hospitals, academic training programs, school settings, and more. As a training program following a practitioner-scholar model, students' training includes both experiential learning

P.O.P. is the Research Newsletter of the Psy.D. Program. For more information about any of these research or clinical projects, please contact the program.

and clinical research.

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About Our Students

In 2012-2013, the Clinical Psychology Doctoral Program at LIU Post had 17 graduates attend the May Commencement ceremonies. These graduates will go on to post-doctoral training sites and other work in the field of clinical psychology.

Our continuing students will be completing practicum and externship training this summer, working on Clinical Competency Evaluation, Dissertation Proposals, IRB applications, and Dissertation Defenses.



Additionally, development of programs for the 2013-2014 academic year are underway. Students will play an integral role in the programs' continued developments and community outreach projects.

DBT in a Box Debuts

In 2012-2013, the LIU Post Psy.D. Program was chosen as one of six training sites in the country to deliver the "DBT in a Box" curriculum, developed by Marsha Linehan, Ph.D. to a select group of students.

Implementation of the program has been coordinated by Dr. Jill Rathus.

The purpose of 'DBT in a Box' is to develop, evaluate, and disseminate a clinician-scientist training curriculum to increase clinical, research, and training competence in DBT. The novel curriculum will involve an enhancement of existing graduate and professional curriculum, with a focus on training clinician-scientists to (1) inspire the development of clinical research programs for untested applications of

DBT; and (2) translate empirical clinical findings to clinical practice and (3) disseminate DBT to treatment centers. The curriculum will involve the following domains: (1) didactic instruction in research and theory related to treatment and target populations; (2) focused instruction by recognized experts in topic areas of particular relevance to the target populations (e.g., suicide assessment; research ethics); and (3) supervised clinical practice in each modality of DBT. In summary, the proposed curriculum aims to promote dissemination of evidence based treatment (DBT) and conduct science-informed treatment development (based on DBT) and evaluation, with particular focus on populations that

are difficult to treat and whose treatment is underrepresented in existing clinical training and research.

The curriculum is a two year curriculum made up of classes, practicum, and teaching. The students are required to see two clients and one has to be suicidal for a year each. They are supervised and attend consult team. In addition, the head of the clinic or coordinator of the DBT program leads the consult team. The students are taught DBT via workshops, retreats, classes, seminars, and hands-on supervision.



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Student Research & Presentations

In addition to course work involving clinical research and preparation for dissertations, students have the opportunity to get involved in clinical research in a number of ways, including research assistantships or by involvement in research through programs like the Trauma Team and the Family Therapy Project. Work in weekly faculty research lab meetings often culminates in poster presentations, published articles or chapters, and dissertation workgroups.

Student and faculty presentations were accepted at the **American Psychological Association**'s annual conferences. These included:

- Blocher, J.B., Scudellari, L.A., Elkin, J., & Demaria, T.P. (2013, August). Turning tragedy into triumph: Efficacy of educational training for community caregivers. American Psychological Association, 121st Annual Convention, Honolulu, HI
- Muschel, A., Heckel, E., Pascal, S. Z., Whittington, D. J.,
 Demaria, T. P. (2012). A better understanding of drug use
 among students raised in a religious tradition. Poster accepted
 to be presented at the 2013 Annual Convention of the American
 Psychological Association, Honolulu, Hawaii.
- Muschel, A., Ratner-Stauber, A., Margolis, A., Demaria, T. P.
 (2012). The importance of family structure in Orthodox Jewish teenage substance abusers. Poster accepted to be presented at the 2013 Annual Convention of the American Psychological Association, Honolulu, Hawaii.
- Muschel, A., Weiss, J. Z., Polonsky, J., Demaria, T. P. (2012).
 Breaking the mold: Why do Orthodox Jewish teenagers abuse substances. Poster submitted for presentation at the 2013
 Annual Convention of the American Psychological Association, Honolulu, Hawaii.
- Pecora-Sanefski, B., Shull, L., & Demaria, T. (2012). The Need for Male-Targeted Sexual Assault Campus Outreach. Accepted to the 2013 annual convention of the American Psychological Association.
- Ratner-Stauber, A., Muschel, A., Polonsky, J. Margolis, A., & Demaria, T. (2012). Victimizing the Victim: Public Reactions to Child Molestation in the Jewish Orthodox vs. Secular Community. American Psychological Association 2013
- Scudellari, L., Pecora-Sanefski, B., Muschel, A., Piesman, J., & Demaria, T. (2012). An analysis of ambiguous loss and the family life cycle. Poster accepted to be presented at the 2013 Annual Convention of the American Psychological Association, Honolulu, Hawaii.

8th International Interdisciplinary Conference on Clinical Supervision

Demaria, T, Feindler, E., Banks, J. & Pascal, S. (2012).
 Innovative Trauma supervision Strategies with Graduate
 Students.. Panel presented at the 8th International
 Interdisciplinary Conference on Clinical Supervision, Garden
 City, NY.

This coming fall the **Association for Behavioral and Cognitive Therapies will hold it** national conference. Posters Submitted for consideration at ABCT Conference, Nashville, TN 2013:

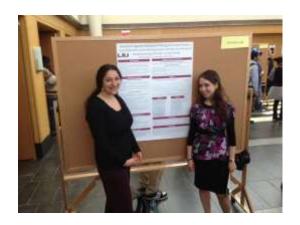
 Sita, G. & Feindler, E. Program evaluation of a Teen Anger Management Education program.



Poster accepted at **SEPI (Society for the Exploration of Psychotherapy Integration) Conference in Barcelona**, June 2013: Feindler, E. & Kahoud, D. Two Side of the Theoretical Coin: Multiple perspectives in a dual orientation training program.

LIU Post Research Symposium 2013:

Pearl, E., & Vidair, H.B. (2013, April). Modified Cognitive Behavioral Therapy for Sleep Problems in a Child with Comorbid Separation Anxiety and Pervasive Developmental Disorder: A Case Study. Poster presented at the LIU Post and Beyond: Student Research and Experiential Learning Research Symposium, Brookville, NY.



Practicum & Externship Experiences

In the <u>second year</u> of our five-year training program, students complete an on-site practicum in our Psychological Services Center. Graduates student therapists carry a 4-6 client caseload over the course of their practicum year.

In addition, they receive training through weekly in-services, clinic meetings, and multiple supervision hours with their faculty, community, testing, and group supervisors. Students will often use their clinical work from this training experience for their Clinical Competency Examination.

The Psychological Services Center is the on-campus community health center, which serves the local community. Many of the program's alums serve as community supervisors in the clinical.

In particular to students' niche training experiences, doctoral program faculty use the Psychological Services Center to run program such as the Family Check-In pilot program (Dr. Vidair), the Family Therapy Project (Dr. Feindler), and the Living with Loss Bereavement Group (Dr. Demaria).

This on-site clinic provides the program with a unique opportunity for intensive supervised training of our doctoral students.

In the **third and fourth year** of their training, students complete a part-time externship at an external training site. While on externship, students complete 16-20 hours per week of clinical work. This may include individual therapy, group therapy, work with children, adults, families, couples as well as clinical supervision.

In some cases, students will use their clinical experiences from externship for the Clinical Competency Examination (in the summer of their fourth year) or for their dissertation research.

In 2013-2014, students will be on externship at these locations:

- Beth Israel Medical Center Child and Adolescent Unit
- Bellevue Child and Adolescent Units
- Bronx Psychiatric Center
- Bronx-Lebanon Hospital
- Child Mind Institute
- Children's Hospital at Montefiore Medical Center
- Cognitive Behavioral Associates
- Children's Specialized Hospital
- Creedmoor Psychiatric Center DBT unit

- Creedmoor Psychiatric Center, Admissions
 Unit
- CUNY Graduate Center
- Division of Family Guidance
- Family Life Education Center
- GeroPsychology at Zucker Hillside
 Hospital/LIJ
- Gouveneur Hospital
- Harlem Hospital
- HOPE program
- Jamaica Hospital
- LIJ Acute Care Assessment Focus
- LIJ Rosen Child Trauma
- Maimonides
- Manhattan Psychiatric Center
- Manhattan VA
- Nassau University Medical Center
- Northport VA
- NUMC Inpatient/outpatient
- NY Foundling Hospital
- NYCC- Bronx Campus
- NYCCC Adolescent Inpatient unit
- NYSPI/ Columbia MIND Dept.
- NYU Child Study ILAA LI
- Pilgrim State Psychiatric center
- Rikers Island
- Sagamore Children's Psychiatric Center
- St. Barnabus
- Stony Brook Krasner Center



Internships, Post-Doctoral Training & Graduate Accomplishments

At the beginning of the fourth year of the program, students enter into a competitive **national internship application match**. They compete nationally with students from across the nation in both Ph.D. and Psy.D. programs for full-time internship positions in various clinical settings. Students will interview with sites over the course of their 4th year, until final acceptances are sent in February..

This fifth year training experience is the capstone clinical field experience of students' training with the program. Students work approximately 40-hours a week in supervised clinical settings, most of which are APA-accredited or APPIC listed training sites.

In 2013-2014, the programs' 5th year, students will be on internship at the following sites:

- · Andrus Children's Center
- Bronx VA Medical Center
- Brooklyn College Counseling Center
- Center for Cognitive Behavioral Psychotherapy
- Columbia University Medical Center
- · Fordham University Counseling Center
- Jewish Child Care Association
- Mercy First
- NY HARBOR VA MED CTR-MANHATTAN
- NY Harbor VA Medical Center
- Pace University Counseling Center
- Rutgers CAPS Program
- UMDNJ/UBHC/NJ MED SCHL NEWARK
- Woodhull Medical Center

The 2012-2013 Internship year concludes for our current interns in July and August. Many of these students have already defended and are moving on to post-doctoral training positions. W



2013 Distinguished Alumni Awardee & Speaker:

Amy (Reichstein) Mack, Psy.D.

Psychology in the Public Interest: When Federal and State
Agencies are the Clients

Dr. Amy Mack, a senior project manager with ICF International, is the project director of the Substance Abuse and Mental Health Services Disaster Technical Assistance Center (SAMHSA DTAC). Her clinical training and research areas have been focused primarily on trauma, disaster behavioral health, violence, and school-based mental health programs. Most recently she directed the development and launch of a national needs assessment survey of state/territory disaster behavioral health/mental health/substance abuse coordinators and local level providers.

2013 Distinguished Adjunct Faculty Award Linnea Mavrides, Psy.D.



Incoming Class of 2004

Our clinical psychology doctoral program has been extremely fortunate to have Dr. Linnea Mavrides work as an adjunct for our program. An extremely intelligent and talented early career psychologist, she comes to us with a strong academic background and significant work experience as a clinician in the Veteran's Administration Health Services System. She has taken over two courses (History and Systems of Psychology and Internship Preparation) which she has further developed over the years. In both, she has received excellent student evaluations. Further, as a graduate professional psychologist from LIU, she is the penultimate role model and mentor for our own students who are just beginning to consider their own post graduation professional development. Dr. Mavrides participates each year in our admissions process, interviews applicants and provides valuable insights during our faculty discussions about acceptances. She also participates in our graduate student evaluation meetings each semester and again provides her observations, insights and concerns about the advanced students she works with. As an adjunct, this goes well and above the requirements, allowing the core faculty to experience her as a team member.

Because of her talents, intelligence, work ethic, dedication to the mentorship of our students and her creative approach to teaching at the doctoral level, Dr. Mavrides has received the adjunct professor award as a token of our appreciation and pride.

Dissertations in Progress

In the spring of students' 3rd year in the program, they must choose a dissertation topic as well as a Chair for their committee. Students present their topics in our "Pre-Proposal Presentations" program-wide meeting every spring and then formally propose their dissertations to a doctoral committee by mid-October. Topics of 3rd years who presented at pre-proposals this year were:

- Bauer, N. "Meaning-Making: The Differential Impact of Religion on Depression"
- Blake, B. "An Examination of the Interrelation Between Reflective Functioning and Alexithymia in Women with Eating Disorders"
- Cutz, G. "Assumptions and Conclusions: Fundamental Distinctions Between Buddhist and Western Approaches to Happiness."
- Gallios, J. "Assessment of Trauma & Clinical Symptomology in Animal Cruelty Investigators."
- Goldfeder, C. "Adolescent Perspective of Middel Path Module of DBT-A"
- Heckel, L. "Addiction Professionals' Attitudes about Harm Reduction Psychotherapy: A Qualitative Study."

- Kaish, S. "Up the Rabbit Hole: Using Mindfulness to Enhance Attention and Learning in the Presence of Digital Distractors."
- Liebman, M. "The Immediate Impact of Fast-Paced Television on Delay of Gratification in Children with Attention-Deficit/Hyperactivity Disorder."
- Meeter, J. "Evaluation of a Structured Observation and Coding System in the Assessment and Treatment of Selective Mutism"
- Mercado, M. "Quality of Life Differences in Bisexual and Questioning Adults"
- Pascal, S. "Fleeing from Self and Other: A Constructivist Self-Development Theory Examination of Dual-Identity Refugees and International Aid Workers"
- Pearl, E. "Parent Acceptability and Preference of Cognitive Behavioral Therapy Approaches to Treating Anxiety in Young Children (Ages 2-7)"
- Pierson, M. "Caregivers of Individuals with Dementia: Attribution Style as a Moderator between degree of Involvement and Distress"
- Nadell, N. "A Look into the Perspectives of the Couple in Teaching Family Homes: A Qualitative Study"
- Rivzi, S. "Pakistani Parents and Acculturation"
- Rooney, E. "Examining Parent Treatment Expectancies and Preferences in Dialectical Behavior Therapy with Adolescents"
- Stallings, K. "'I'm not here. This isn't happening.' Defense mechanisms expressed in the art of children who have experienced traumatic loss."
- Wysocki, M. "Trauma Processing Theory and an Art Narrative

2012-2013 Dissertation Defenses

- Adi Avivi
 - Internet Communication Among Childfree Women
- Leah Berger
 - Psychotherapy Supervision: What Personality Factors Drive Student Preferences?
- Michelle Conti
 - Coping Strategies of School-Age Children Following Traumatic Grief Exposure
- Saul Gomez
 - The Psychometric Validation of the Obstacles to Engagement
- Kathleen Källström-Schreckengost
 - How Bisexual Women Develop Romantic Relationships
- Cynthia Keefe
 - Stress Reduction Pilot Program For Mothers Of Adolescents With ADHD: Implications For Practice And Research
- Abbie Kwitel
 - A Qualitative Examination of Adolescents' and Their Families' Experiences of DBT
- Erica Langer
 - A Comparative Student of the Exner Comprehensive System (CS) for the Rorscheach and the Rorschach Performance Assessment System (R-PAS): An Examination of Critical Variables

- Eva Leven
 - Spousal Relationships and Coping Following Traumatic Exposure
- Olivia Maldonado
 - The Development of Racial Identity in Biracial and Multiracial Individuals: A Qualitative Study
- Eric Pollak
 - Family Environment, Social Support, & Gender as Predictors of Self-¬Esteem in Jewish Orthodox Adolescents
- · Christine Roufail
 - Understanding Therapists' Attitudes Toward Recording Therapy Sessions
- Gina Sita
 - Program Evaluation of Teen Anger Management (TAME) in a School Setting
- Jacqueline Talesnick
 - Body Modification in the Lesbian, Gay, Bisexual, Transgender, and Queer Population
- Alana Tappin
 - The Experience of Growing Up With A Borderline Parent
- Sheri Wolnerman
 - Hostile Attribution Bias and of Self-Esteem: Do They Correlate with Aggression in At-Risk Adolescents in Residential Treatment Settings?

Recent Awards & Student Publications

Awards

- 2013 National Council of Schools of Professional Psychology Student Delegate Award: 3rd Year Student: Laura Scudellari
- American Academy of Pediatrics: Guidelines for Pediatricians Working with Children After Disasters
- National Council of Schools and Programs of Professional Psychology -2012 Innovative Programming Award- Trauma Response Team
- LIU Post Named to President's 2013 Community Service Honor Roll

Recognized for more than 27,000 hours of community service per year; highlighted efforts include L.I. Special Education Parents Center, clinical psychology student Trauma Team and nutrition programs for underserved communities

The LIU Post Trauma Response Team, consisting of volunteer Doctoral Psychology graduate students who have provided dozens of off-site counseling responses following large and small disasters including trauma-informed outreach and intervention to vulnerable community members.

2012-2013 - LIU Post Psy.D. Program Awards

- Outstanding Academic Achievement in the Clinical Psychology Doctoral Program Cynthia Keefe, Psy.D.
- Outstanding Dissertation in the Clinical Psychology Doctoral Program Award Jaqueline Talesnick, Psy.D.
 - Nomination: Adi Avivi, Psy.D. & Kathleen Kallstrom-Schreckengost, Psy.D.
- Outstanding Service to the Clinical Psychology Doctoral Program Kathleen Kallstrom-Schreckengost, Psy.D. Jacqueline Talesnick, Psy.D.
- Graduate Academic Achievement Award in Clinical Psychology Esther Pearl, M.S. (4.00 GPA)



Student Publications

- Diener, M. J., & Pierson, M. M. (2013). Technique and therapeutic process from a supportive-expressive relational psychodynamic approach. Psychotherapy. doi: 10.1037/a0032404
- Dilmanian, D. Shame, Helplessness, and Hopelessness Following Sexual Trauma: Barriers to Resilience and Support/Treatment Seeking., submitted by Donna Dilmanian, has been selected as an ISTSS Student Poster Award Finalist.
- Fanciullo, M., Yellin, E., Blake, B., Chu, D., Schroeder, M., Fults, E., Gatto, R., Ross, M., Lo, T., Abdulkareem, A., Dent, V., & Goodman, G. (2013, May). An examination of rural Ugandan preschool children's implicit perception of familial social roles. Poster presentation at New York State Psychiatric Association Poster Conference, New York, NY.
- Feindler, E.L. & Byers, A. (in press) CBT with adolescent offenders. Chapter in R.C. Tafrate and D. Mitchell (Eds.), Forensic CBT: A practitioner's guide. To be published by Wiley-Blackwell, Oxford, England.
- Feindler, E.L. and Kahoud, D. (in press) Two Sides of A Theoretical Coin: Multiple Perspectives on Training In A Dual Orientation Program. Chapter to appear in Jill Bresler, Ph.D. and Karen Starr, Psy.D. (eds.) Relational Psychoanalysis and Psychotherapy Integration: An Evolving Synergy, Jason Aronson Pubs.
- Feindler, E.L., Zimmermann, C & Yellin, E. (Article submitted) The co-therapy journey of novice clinicians: Process and procedure, Journal of Family Therapy.
- Gottesman, B. & Ortiz, C. (2013). Spare the Time Out, Spoil the Child: Use of the House of Worship as Site for Parent-Training. In Focuse enewsletter, APA.
- Mahler, M. & Feindler, E.L. (2013) Examining the relationship between leader behavior and group climate for aggressive adolescents in group intervention: A pilot study. Chapter 2 in G. Tully & G. Dolan-Reilly (Eds.) Group Work: An International Conversation on Diversity in Practice, Whiting & Birch, London, England.
- Zimmermann, C.L. & Yellin, E.S. (2013). Family dinners and the co-therapy experience. Voices: The Art and Science of Psychotherapy, 48(3), 22-31.



Student Groups' Presentations

Over the course of the academic year, the programs' student groups participate in putting together a lecture series. This series provides students additional training experiences that aim to broadens the scope of their preparation as clinicians. So far, in the fall of 2012, the lecture series has included some of the following:

Students for Multicultural Awareness in Research and Training (SMART):

 Luke Hung, Psy.D. "The Impact of Cultural Factors on Psychologists and a Discussion on His Own Career Working with Teenage Minorities as a CBT Therapist"

Psychologists for Social Responsibility:

- V-Day Event (I think a whole description has to be included about V Day)!!!!!!!!
- George Badillo, Eva Dech, and Laura Delano "Patient advocates speak of their experiences of injustice and how we, as psychologists, can provide a more humane treatment"



• Too Young to Wed: The Secret World of Child Brides

Colloquia:

- · Screening and Discussion of Film: Kings Park: Stories from an American Mental Institution
- Marc Diener, Ph.D.: How to Conduct an Evidence-Based Psychodynamic Case Study: Therapeutic Model of Assessment with a Depressed Outpatient as Exemplar
- Joel Weinberger, Ph.D.: "How Research on Implicit Processes Relate to Clinical Work"



Commencement 2013



Student Work on Faculty Community Outreach Projects

Students receive additional training during their work on the doctoral programs' various community outreach programs, some of which are directly linked to the Psychological Services Center and some of which are faculty-sponsored projects. One such project includes:

Family Check-In Year One Pilot Complete

In 2012-2013, FCI received and Long Island University grant to continue to develop the program, which is a low-cost, 3-session program for parents of children 2-7 years old who have concerns or questions about their family's overall well-being.



Faculty Projects/Interests

EVA L. FEINDLER, PH.D., Program Director, Professor

Co-therapy process research, Supervision research;
 Adherence in CBT manualized treatments; empirical validation of Teen Anger Management Program (TAME).

THOMAS DEMARIA, PH.D., Director, Psychological Services Center

 Research in the areas of trauma psychology including; ritual, memorials and faith based approaches used in coping, impact on mental health as well as rescue and recovery workers, international and national disaster counseling interventions, bereavement and loss, resiliency

MARC DIENER PH.D., Assistant Professor

 Case formulation, theoretical integration, Rorschach,
 Assessment, psychiatric rehospitalization, children exposed to domestic violence, meta-analytic research.

GEOFF GOODMAN, PH.D., Associate Professor

 Psychotherapy process; psychotherapy process and reflective functioning; attachment, narrative comprehension, and literacy in Uganda; attachment and psychopathology

ROBERT KEISNER, PH.D., Professor

Public Interest Training Assessment; Re-examining
 Multiculturalism; Bisexuality and masculinity research; social justice projects

DANIELLE KNAFO, PH.D., Professor

• Psychodynamic treatment of first episode psychosis; African-

American graduate student relationships; the experience of hearing voices; doll perversion; and spouse s if diabetics

CAMILO ORTIZ, PH.D., Co-Director of Clinical Training, Associate Professor

Parent training for disruptive behavior disorders;
 Treatment of bedtime resistance; Pediatric enuresis and encopresis

JILL RATHUS, PH.D., Professor

 Dialectical Behavior Therapy Research; Psychometric Evaluation of the Revised Life Problems Inventory;
 Assessment of Emotion Dysregulation - A Review;
 Assessment of Outcome Measures for Dialectical Behavior Therapy - A Review; The Experience of Working as Nanny
 - A Qualitative Study; The Experience of Having Nanny as Reported by Children - A Qualitative Study

HILARY VIDAIR, PH.D., Co-Director of Clinical Training, Assistant Professor

 Family Check-In (FCI); Engaging parents and families into mental health and related services via Family Check-In, a low-cost 3-session program for parents of 2-7 year-olds who have concerns or questions about their family's' overall well-being; managing parental psychopathology in the context of parent training/child treatment; treatment of child anxiety

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Next Steps

In 2013-2014, the PsyD Program faculty will continue to support students' clinical research efforts. In addition to faculty members' research labs, students have the opportunity to work on poster submissions for the American Psychological Associations 2014 Annual Conference.

Other conference submissions will be reported during the fall semester.

We will have a student representative at the January 2014 NCSPP (National Council of Schools of Professional Psychology), being held in the New Orleans. Dr. Eva Feindler, the program director, will be accompanying 3rd year student Laura Scudellari. She will participate as a student delegate and the conference focus is on Social Justice in Clinical training programs.

About Our Organization

The Clinical Psychology
Doctoral Program is fully
accredited by the American
Psychological Association. In
2009, the APA awarded the
Program with accreditation
until 2016, the longest

possible period of accreditation. Approximately 20 students from across the United States are admitted each year; most have an undergraduate degree in psychology and some clinical experience. The program requires a full-time, year-round commitment in each of the four years of residency, with a 5th year culminating internship experience.

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For more information: www.liu.edu