Fir\,st, \,I \,would \,like \,to \,share \,a \,little \,history. \,It \,all \,started \,with \,two \,extraordinary \,mentors \,I \,had \,prior \,to \,attending \,graduate \,school. \,Although \,each \,was \,highly \,accomplished, \,they \,differed \,from \,their \,colleagues \,in \,several \,important \,ways. \,First, \,they \,had \,clear \,boundaries \,between \,their \,professional \,and \,personal \,lives. \,Second, \,they \,routinely \,engaged \,in \,non-\,professional \,activities \,that \,served \,to \,renew \,and \,refresh \,their \,energy \,and \,perspective.

Third, \,they \,were \,deeply \,committed \,to \,mentoring \,students \,and \,junior \,faculty. \,Finally, \,they \,seemed \,to \,be \,happy \,in \,their \,personal \,lives \,and \,satisfied \,with \,their \,professional \,lives. \,Curious \,about \,the \,possibility \,of \,being \,both \,happy \,and \,productive, \,I \,asked \,what \,they \,attributed \,their \,success \,to. \,Each \,noted \,that \,they \,had \,attended \,the \,University \,of \,Connecticut \,Clinical \,Psychology \,graduate \,program \,and
learned their professional-life balance from Dr. George Allen, now former Clinical Director and Professor Emeritus. When it was time for me to apply to graduate school, my first choice was clear—I wanted to attend UConn and work directly with George Allen.

“Twenty-five years later, students from my cohort still remember those letters fondly.”

When I was a student, George taught the professional issues class, asking his students to write “Dear George” letters covering the three commitments above. Twenty-five years later, students from my cohort still remember those letters fondly.

You may wonder why George prioritized self-care, and why I continued the tradition. Intuitively, I believe we all know the positive benefits of self-care and our ability to be better caregivers, parents, partners, and professionals when we prioritize time for ourselves and maintain a good balance. However, when we are faced with multiple commitments and demands, often the first thing we sacrifice is the time we spend doing those things that help make us whole. The less we take care of ourselves, the more likely we are to suffer from burnout and make ethical mistakes.

Rupert, Miller and Dorociak (2015) described the importance of self-care activities in preventing burnout and encouraged professional psychologists to take a proactive approach in establishing work-life balance, even developing the “Professional Self-Care Scale” to help measure this construct (Dorociak et al., 2017).

The less we take care of ourselves, the more likely we are to suffer from burnout and make ethical mistakes.

I imagine you are now thinking, “sure, it’s important, but considering how to fit one more thing into the already over-packed schedule of a typical student is overwhelming.” It may be overwhelming, perhaps, but certainly not impossible.

Applying goal-setting techniques, such as SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals, to self-care behaviors can be helpful:

Be very Specific about what it is you want to accomplish (e.g., I would like to improve my run time from 10 minutes per mile to 8 minutes per mile); note that setting smaller goals can help build confidence and momentum toward good habits. Next, determine how you will measure progress toward that goal (e.g., fitness tracker with graphs of improvement through time).

Third, make sure that your goal is Achievable. Here it may be helpful to ask your colleagues for feedback as it’s easy to over-reach (e.g., I’m going to shave 2 minutes off my per minute mile run in 3 weeks) leading to subsequent disappointment. Relevant goals would include activities that you find self-nurturing and restorative; don’t choose activities you think you should do because they are good for you if they don’t feel like self-care (e.g., if exercise feels like a chore and painting restores your energy, choose painting).

Finally, it’s important that you have a target date for achieving your goal (i.e., Time-bound). When you reach that target date, review and decide whether you want to revise your initial goal or set a new one.

As is probably clear to you, this same goal-setting process can be applied across your professional activities (e.g., writing, learning a new skill). However, I would encourage you to start by taking care of yourself and finding SMART ways to include self-nurturing activities now and throughout your professional careers.

Nancy H. Covell, Ph.D. is the Associate Director of the Center for Practice Innovations and an Assistant Professor of Clinical Psychology (in Psychiatry) Department of Psychiatry, Columbia University Vagelos College of Physicians and Surgeons, and a graduate of UConn’s Clinical Psychology Ph.D. program. Her current research focuses on mental health services policy and implementation of evidence-based practices designed for people with co-occurring mental health and substance use disorders. She has worked with state public mental health system partners for over 20 years to implement evidence-based treatments. For more information about Dr. Covell and her research, check out her webpage at https://www.columbiapsychiatry.org/profile/nancy-covell-phd

Julian B. Rotter, known to most people as Jules, was a Professor and Director of Clinical Training in the Psychology Department at UConn from 1963 until his retirement in 1987. Jules was named by APA one of the most eminent psychologists of the 20th century. Best known for his Social Learning Theory and construct of Locus of Control, in 1988, the APA awarded him the Distinguished Scientific Contribution award and said the following about his efforts: “An inspiring model for the rigorous theory-guided analysis of the most complex human behavior, Julian Rotter, by his writing, teaching, and personal example, won the admiration and gratitude of a generation of students, clinicians, and scholars, and profoundly changed theory and practice in the field.”

Jules remained modest about his many accomplishments. When asked about his work in 2012, he said, “I’m just interested in doing what I do. I always had a bunch of graduate students working on their dissertations and that’s what I enjoyed, along with my research.” Jules died in January 2014 at the age of 97. He was a dynamic, insightful thinker and a compassionate mentor. He would be delighted to know that UConn students (some of whom are the students of his students), celebrate their research in a newsletter that bears his name.

-Marianne Barton, Ph.D.
Clinical Professor
Director of Clinical Training
Former Student of Jules

PSA: 2nd Annual Clinical Division Talent Show will be held at the end of the spring semester 2019. BE READY.
-Monica Ly

Mystery Student

- I am a descendant of Louisa May Alcott (author of Little Women)
- I have driven a Ferrari F430
- Went to high school with Alex Pall of The Chainsmokers
- Interviewed Barack Obama (before he became president).

Spring 2019 Clinical Brownbag Schedule >>>

*Topics & Speakers & Dates are Subject to Change*

1/23/19 – Sinéad Sinnott & Kirsty Coulter
2/6/19 – Emily Peters & Emilie Bertschinger
2/13/19 – Emmy Wycoff & Christina Carlone
2/20/19 – Destiny Printz & Mackenzie Stabile
2/27/19 – Clinical Division Feedback
3/6/19 – Nairan Ramirez-Esparza, Ph.D. (Social)
   No laughing matter: Latinas’ high quality of conversations relate to behavioral laughter
3/13/19 – Preston Britner, Ph.D. (HDFS)
   Translational and Policy Opportunities
3/27/19 – Research Speed-Dating
4/3/19 – TBA
4/10/19 – TBA
4/17/19 – Patricia Rodriguez, Ph.D.
4/24/19 – 1st Years Brownbag
5/1/19 – 1st Years Brownbag

Clinical Psychology Brownbags are held weekly on Wednesdays from 12:20pm – 1:10pm in Bousfield Room 160
Where Are They Now? Updates from the internship and post-doc cohorts!

Lauren Miller, M.S. (on internship) – (Fein)
Site: Baylor College of Medicine/Texas Children’s Hospital
City: Houston, TX

“Since leaving UConn, I have been busy on internship at Baylor College of Medicine/Texas Children’s Hospital in Houston, Texas. As the resident Pediatric Neuropsychology intern, my major rotations have included conducting neurodevelopmental evaluations of preschool through school-age children with possible ASD, as well as comprehensive neuropsychological evaluations of children with complex neurological diseases. On the intervention side, my minor rotations have involved working with patients diagnosed with a range of chronic and acute medical conditions (i.e., pediatric health psychology), in addition to delivering family-centered brief behavioral intervention for preschool disruptive behavior problems. On the research side, I have managed to keep my Early Detection connection alive, as my colleagues at the TCH Autism Center are working to recruit for Deb’s and Yael’s Parent Training project; ASD-specific services in Texas are fairly abysmal, so I could not be more excited to offer this study to our parents here! I am having a great time at TCH, and I have attached a photo of me and my fellow interns on our very first day of internship several months ago. While I definitely do not miss Connecticut winters, I absolutely miss all of you at UConn! Come on down and visit for RodeoHouston - who can pass up ‘the world’s largest entertainment and livestock exhibition,’ right?!”

Cara Cordeaux, M.S. (on internship) – (Barton)
Site: University of Minnesota Medical Center
City: Minneapolis, MI

“I completed my 6-month pediatric neuropsychology rotation, got a poster accepted to INS, started my child/adolescent psychiatry rotation, and I’m gearing up for post-doc interviews. I’m looking forward to seeing some of the UConn people at INS! I am having fun trying all the beer and food out here in the Twin Cities, and I’m almost used to the cold (15 is the new 30!)”

Joshua Green, M.S. (on internship) – (Eigsti)
Site: University of Maine Counseling Center
City: Orono, ME

“I am on internship at the counseling center at the University of Maine. In September 2019 I will be moving to Saratoga Springs, NY to start private practice with a group called One Roof. (https://www.oneroofsaratoga.com/) Three-day weekends here I come!”
**Updates from the internship and post-doc cohorts!**

**Kate Bradbury, Ph.D. (2018) – (Fein)**
**Site:** Oregon Health and Science University (OHSU) – Institute on Development and Disability  
**City:** Portland, OR

“I’m in Portland, OR doing a postdoc at Oregon Health and Science University (OHSU) in the Institute on Development and Disability splitting my time between Autism assessment and Pediatric Neuropsychology. I’ll be rotating through several different neuropsych clinics including Pediatric Neurocritical Care, Epilepsy, Neurooncology, and general outpatient. I’m loving the opportunity to blend both of my interests and work as part of an interdisciplinary team! In our free time, Brian and I are exploring OR sites including the coast, wine country, Mt. Hood, and Crater Lake. Miss you all!”

**Emily Moulton, Ph.D., (2018) – (Barton)**  
**Site:** University of California - Los Angeles, Semel Institute for Neuroscience and Human Behavior  
**City:** Los Angeles, CA

“I wrapped up my internship year at the UCLA Semel Institute in June 2018, and finally have my PhD! After my internship in Pediatric Neuropsychology, I began my post-doctoral fellowship at UCLA, specializing in Autism Spectrum Disorders and Pediatric Neuropsychology. I work predominately within the UCLA Child and Adolescent Neurodevelopmental Clinic and the UCLA PEERS Clinic. My job entails a great mix of assessment, therapy, and research, much of which is with individuals with ASD. UCLA has been a wonderful place to work, and the Southern California sunshine is hard to beat!”

**Brian Castelluccio, Ph.D., (2018) – (Eigsti)**
**Site:** Butler Hospital  
**City:** Providence, RI

“After completing my neuropsychology internship at the VA Connecticut Healthcare System (West Haven), I started a postdoctoral fellowship in neuropsychology at Butler Hospital, one of the teaching hospitals in the Brown University psychology training program. In continuation of my pursuit of clinical and research training across the entire lifespan, I have pivoted away from a focus on neurodevelopment and am now focusing on neurodegeneration. My clinical duties primarily include inpatient neuropsychology consultation for patients with dementia and serious mental illness. My research activities focus on neuropsychological features of degenerative conditions. I particularly enjoy the interdisciplinary setting, which facilitates new learning. I am also pleased to have returned to the site where I completed my first practicum in neuropsychology.”

**Ian Gutierrez, Ph.D. (2018) – (Park)**  
**Site:** Henry Jackson Foundation for the Advancement of Military Medicine  
**City:** Bethesda, Maryland

“I started a Postdoctoral Fellowship at the Henry Jackson Foundation for the Advancement of Military Medicine in support of the Uniformed Services University of the Health Sciences in Bethesda, Maryland, in September (this all means that I work as a contractor for a university operated by the Department of Defense). However, starting February 4th, I will be leaving my postdoc and starting a position as a Research Psychologist with Techwerks LLC (yes, spelled with an ‘e’) in support of the Research Transition Office at the Walter Reed Army Institute of Research (or WRAIR) in Silver Spring, Maryland. In a nutshell, I’m leaving one military contractor job for another military contractor job. I’ll be assisting WRAIR’s Research Transition Office conduct translational research on implementing interventions for soldiers targeted at improving force fitness, resilience, and readiness.”

**Jenna Ramirez, Ph.D., (2017) – (Milan)**  
**Sites:** Baylor College of Medicine & Texas Children’s Hospital Pavillion for Women  
**City:** Houston, TX

“After graduate school I spent a year as a Baylor College of Medicine fellow at the Ben Taub county hospital in Houston, TX. At Ben Taub I worked on an inpatient unit, DBT intensive outpatient service, and consult/liaison service. I welcomed twin boys into my family during this fellowship and elected to pursue a second year of fellowship to complete my hours for licensure. I have continued my training with Baylor College of Medicine as a women’s health fellow where I spend some of my time specializing in OCD with Dr. McIngvale (check out her foundation [https://peaceofmind.com](https://peaceofmind.com)) and the other part of my week continuing my work with perinatal mood anxiety disorders at the reproductive psychiatry clinic at Texas Children’s Hospital Pavillion for Women. The most important lesson I have learned is that even when our careers become a bit derailed by life events we can still find ourselves back in our dream jobs.”
Finding An Agent That’s Right For You

RR: Many of our readers might be unaware of the RWJF Health Policy Research Scholars Program. How would you describe it?

DP: The Health Policy Research Scholars (HPRS) Program is one of four initiatives through the Robert Wood Johnson Foundation (RWJF) to help build a culture of health in the United States. HPRS is a training program for doctoral students from marginalized backgrounds (i.e. economic, educational, and/or racial) interested in health equity and promoting policy change informed by research data. Scholars in the program are passionate about using data to impact real-world outcomes, whether that be on a local or national level. HPRS provides $120,000 of grant funding to each scholar over four years with the expectation that we learn from and actively engage in four online courses through the program, annual leadership retreats with the RWJF, and annual summer institutes (2-3 weeks).

RR: Does a clinical psychology student’s research have to focus on physical health and/or health psychology to be qualified for the HPRS program?

DP: No, mental health is still health. If you can show that your research interests have lasting clinical impacts and you are committed to promoting equity in your area of interest, than you would fit right in. Scholars are interdisciplinary, ranging from economists, architects, and even a veterinarian!

RR: What are your main goals as an HPRS Scholar?

DP: I want to do more with my data than publish (although it feels really nice when that happens too). As researchers we often expect others to find our published data and utilize it, but this rarely happens. I hate to see well designed studies with potentially impactful results go to waste, particularly when peoples’ health can be improved. Through HPRS I can gain the knowledge and skills to help fill that translational gap through policy, advocacy, and community organizing.

RR: With the amazing training you will receive in leadership, working across disciplines and sectors, and effecting health policy change, what do you envision yourself doing with the invaluable knowledge and skills you will acquire from this program?

DP: I am interested in translational research and ways to bring data into the community. I would love to develop, implement, and advocate for science-based programs geared toward reducing the physical and mental health impact of chronic stress and trauma in low-income and ethnic individuals across the lifespan. There are so many ways in which I could achieve this and it will all depend on the career path I choose after graduation. In my wildest dreams I would love to co-found and be the chief executive officer of a series of science-based community clinics, run a consulting and accreditation business, and utilize the data from my and other colleagues’ work to advocate for local and national reform. It is lofty but I can dream.
RR: What are you most looking forward to as you begin your journey in this program?

DP: As an introvert I am a little surprised by my answer, but honestly it is the network that I am gaining. HPRS and the RWJF encourages you to have meaningful relationships with scholars across the four programs. At my most recent RWJF institute I met numerous professionals interested in publishing together, providing mentorship, or who were in careers that excited me. I benefited from personal conversations with resilient researchers who obtained their PhDs in spite of extreme barriers. It was rejuvenating to see professionals I could identify with “making it” in academia and having them be invested in my future. I came back to campus full of zest and looking forward to the summer institute.

RR: How can I learn more about the RWJF HPRS program?

DP: You can access the HPRS website (www.healthpolicyresearch-scholars.org) to learn more about the program or the twitter account (@HPRScholars) to see some of the program activities and scholar accomplishments. You can also ask me and I would be more than happy to answer any questions.
Honors, Scholarships, & Awards

Best Graduate Student Poster – Fall 2018
UConn, Department of Psychological Sciences
Olivia Derella

Best Poster Award - 2018
Connecticut Psychological Association
Timothy Michaels

Dissertation Awards
University of Connecticut Graduate School
Fall 2018 - Andrea DePetris
Spring 2019 - Olivia Derella, Timothy Michaels

Ethnic Diversity Task Force Mentoring Scholarship
Connecticut Psychological Association
Terence Ching
Jamilah George
Nana Marfo
Destiny Printz
Ari Romano-Verthelyi

Health Policy Research Scholar
The Robert Wood Johnson Foundation
Destiny Printz

Pre-Doctoral Award
El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies
Ari Romano-Verthelyi

100 Women of Color Award
Andrea DePetris

Andrea will be an Honoree at the annual 100 Women of Color Black Tie and Gala Awards, hosted at the Bushnell Theater in Hartford, CT. This event honors women in the Greater Hartford area who are positive role models and have displayed long-term commitment to the betterment of their community.
Research... On the Road
UConn Clinical Psychology Student Research at Conferences
Connecticut Psychological Association Convention – Oct 2018

Connor Gallik delivering a talk titled “Closing the Transgender Gap” to professionals attending the Connecticut Psychological Association Annual Convention.

The Culture and Mental Health Disparities Lab at CPA Convention!


UConn Students with U.S. Senator Blumenthal (above), and Arthur C. Evans, Ph.D., CEO of the American Psychological Association (below and right).
November 2018 – San Diego, CA
Society for Neuroscience Annual Meeting

November 2018 – Storrs, CT
UConn Department of Psychological Sciences Poster Night
Barber, J., Printz, D. M. B., & Williams, M. T. Asian American Inclusivity in Acceptance and Commitment Therapy (ACT) RCTs. Poster.
Crawford, M., Michaels, T. I., DeLapp, R. & Williams, M.T. Race-Based Differences in Student Attitudes Toward Multicultural Coursework. Poster.

October 2018 - Philadelphia, PA
Society of Research & Child Development Special Topics Meeting: Promoting Character Development Among Diverse Children and Adolescents: The Roles of Families, Schools, and Out-of-School-Time Youth Development Programs

November, 2018 – Washington, D.C.
Association for Behavioral & Cognitive Therapies Annual Convention
Ching, T. H. W., Williams, M. T., & Taylor, R. J. Gender differences in lifetime trauma exposure among African Americans and Black Caribbeans. Poster.
Gallik, C., McKay, T., & Watson. R. Examining the Relationship Between Minority Stress Experiences and Depression Symptoms in Transgender Youth. Symposium.
Printz, D. M. B., & Williams, M. T. Black in America: Racial Trauma and New Research. Presentation.

International Society on Traumatic Stress Studies
American Academy of Pediatrics Developmental and Behavioral News

Behaviour Research and Therapy

Behavioral Sciences

Directions in Psychiatry

Journal of Family Psychology

Journal of Obsessive-Compulsive and Related Disorders

Journal of Psychopathology & Behavioral Assessment

Psychology of Violence

“Baby Orinayo Oshin was published 9/12/18! Copious pictures are available upon request to the principal author, Linda Oshin.”
Child Maltreatment

Cultural Diversity and Ethnic Minority Psychology

Health Psychology Review

Journal of Adolescent and Young Adult Oncology

Journal of Autism and Developmental Disorders

Journal of Behavioral Health Services & Research

Journal of Behavioral Medicine

Journal of Substance Abuse Treatment
**Editorial Experience**

**Autism Research**
Lauren Miller co-reviewed a manuscript with Leandra Berry, Ph.D. (my wonderful supervisor at TCH’s Autism Center and a former member of the illustrious Fein/Barton Lab!)

**BMC Psychiatry**
Terence Ching reviewed a manuscript

**International Journal of Psychiatry in Clinical Practice**
Terence Ching reviewed a manuscript

**Journal of Anxiety Disorders**
Terence Ching reviewed a manuscript

**Journal of Child & Adolescent Psychopharmacology**
Ari Romano-Verthelyi co-reviewed a manuscript with Jeffrey D. Burke, Ph.D.
Destiny Printz reviewed a manuscript

**Journal of Cognitive Psychotherapy**
Terence Ching reviewed a manuscript

**Journal of Obsessive-Compulsive and Related Disorders**
Terence Ching reviewed a manuscript

**New Ideas in Psychology**
Destiny Printz reviewed a manuscript

**Personality and Individual Differences**
Terence Ching reviewed a manuscript

**The Primary Care Companion**
Emilie Bertschinger co-reviewed a manuscript with Jeffrey D. Burke, Ph.D.

**Psychiatry Research**
Terence Ching reviewed a manuscript

**Sex Roles**
Terence Ching reviewed a manuscript

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**Mystery Faculty**

1. I am ambidextrous; equipoised.
2. I like sporting clays; last month I shot 85/100
3. I like baking, see exemplars below.
Marianne Barton, Katelynn Porto, & Mary Skapek submitted a chapter on early screening and treatment of Autism Spectrum Disorder


Ching, T. H. W., & Williams, M. T. (under review). Ethnic identity and OCD.

Derella, Burke, Stepp, & Hipwell submitted a paper for review on reciprocal effects of parental aggressive discipline and girls' oppositional defiant symptoms.

Finkelstein-Fox, L., Park, C.L., & Kalichman, S.C. submitted manuscript on positive reappraisal coping and HIV/AIDS

Jamilah R. George, Timothy Michaels, Monnica Williams, & Jae Sevelius submitted a paper for review on psychedelic science.


Mackenzie Stabile, Sindhuja R. Dokuru, Brian Castelluccio, Allison R. Canfield, Anders Hogstrom, Joshua J. Green, Inge-Marie Eigsti submitted a manuscript on the role of executive functions in social problem-solving in ASD

• **Olivia Derella** - Dyadic Emotion-Related Processes in Irritable and Comparison Youth

• **Monica Ly** - Impact of Concussion History on Brain Structure and Function

• **Destiny Printz** - Racism, Microaggressions, & Racial Trauma Study; Understanding Police and Community Relations

• **Emmy Wycoff** - Decisions about exercise during weight management: A Pilot Study

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**Service to the Profession>>>**

- **Terence Ching**
  Diversity Council subcommittee member of International OCD Foundation.

- **Oliver Johnston**
  Mental Health Professional Working Group – Camp Kesem National

- **Nana Marfo**
  Student Representative of the Connecticut Psychological Association

- **Sinéad Sinnott**
  Student Liaison for Society of Behavioral Medicine-Complementary and Integrative Medicine Special Interest Group

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**In the next issue >>>**

- **Release:**
  June 2019

- **Covering:**
  January 2019 through May 2019

**UCONN Clinical Psych Then & Now:**

Interviews with alumni-turned-faculty of the UConn Clinical Psychology Program