We are pleased to bring you the sixth issue of the Rotter Review! In this issue, we cover clinical psychology graduate student research accomplishments from the summer of 2019 (June 1, 2019 through August 31, 2019). Further, we are especially fortunate to have George J. Allen, Ph.D., retired UConn psych professor and former DCT, provide a candid history of the UConn Clinical Psych program through the years.

The work everyone does behind the walls in Bousfield is important and deserves to be celebrated. Congratulations to everyone for their incredible accomplishments!

See you again in January 2020!

Your Editors,
Oliver & Nana

UConn Psychology Through the Years

By George J. Allen, Ph.D.
Former DCT & Professor of Psychology at UConn

I began doctoral studies at the University of Illinois in 1966, one of 19 clinical students nestled within a total first-year population of 60 incoming graduate students. Illinois Psychology was a top-ranked, highly behavioral, but student unfriendly, research institution. Two of my clinical cohort were women and one was a person of color. I subsequently learned that selection was done via a regression equation that weighted grades, quality of undergraduate institution, GRE scores, research-related indices, and added 100 points to men’s scores, reportedly because women typically scored higher on the GREs.

Our orientation consisted of hearing that too many of us had chosen to attend and half would be gone within the year. Due process procedures were non-existent, classmates simply vanished, and the graduate population was down to around 40 following our first year. We were subtly (and sometimes overtly) taught that becoming clinicians would be a betrayal of the public funding (USPHS fellowships) that supported our education. I experienced the climate as cold and gloomy and the faculty as essentially unhappy and competitive. I did receive first-rate academic training but left with the conviction that I would never want to teach in such a frosty climate.

I was one of three faculty hired in 1970. Julian "Jules" Rotter hired me, over the objections of some colleagues who argued that a Roman Catholic psychologist would be too rigid to be successful.

Continued on Next Page
UConn was a program in transition. There were only 3 women and no minority faculty in the entire department. Many procedures mirrored Illinois, but there was some loosening of top-down control. Jules was a good boss who aimed to surround himself with competent people and leave them alone. He would provide counsel if asked but never micro-managed.

“Jules was a good boss who aimed to surround himself with competent people and leave them alone.”

Our total mentoring experience consisted of one hallway meeting with the then department head who told us “gentlemen, don’t get it right; get it written.” Charles (Skip) Lowe and I took this advice seriously and published compulsively. Unfortunately, the third hire was both compulsive and perfectionistic; nothing he wrote was ever good enough for publication and he left academia.

For junior faculty, feedback was solely summative, in the form of a single written re-appointment (or termination) letter sent annually. Tenure was determined top-down by senior faculty only. I and David Miller were the first two pre-tenure faculty to be elected to the PTR committee in 1974. This position enabled me to obtain the first comparative feedback about my progress in four years.

At that time, clinical students were accepted based solely on academic credentials. There was an outreach attempt to conduct interviews in New York City, which was aborted because it was deemed unfair to candidates who could not attend and senior faculty deemed such interviews as unreliable. Once selected, students rotated across multiple research teams in search of a compatible advisor.

As the newest clinical faculty hire, I taught a two-course sequence in “objective” and “projective” assessment. Jules was never a fan of the latter, so he looked the other way as I gradually transformed projective testing into the professional issues course now taught by Nancy Covell, arguably the first ethics course in the country.

I was promoted in 1975, tenured in 1977, became a full professor in 1979, and DCT in 1984. Jules was forced to retire at that time because Congress passed a law mandating retirement at age 70 for police and fire personnel (for physical infirmities) and college professors (for alleged mental rigidities). Following legal challenges, professors were exempted two years later. Jules continued to teach for about 15 years after his retirement.

As DCT, I was able to create new courses that emphasized psychotherapy process, supervision, neuropsychological assessment, and outreach to state supported research facilities such as DMHAS while encouraging multi-disciplinary collaboration among faculty. I also was incredibly fortunate to hire new faculty who held high standards while being extraordinarily competent, highly skilled socially, student-oriented, and extremely kind. First, Vicky Phares (now DCT at the University of South Florida), then Deb Fein, Marianne Barton, Lisa Harvey (Professor at UMass), Michelle Williams, Crystal Park, and Kimberli Treadwell. These individuals were instrumental in hiring the diverse and talented faculty currently teaching and also in creating and amplifying a climate of encouragement and collegiality toward students.

I officially retired in 2003 and turned DCT responsibilities into the gifted purview of Michelle Williams. I have one particularly poignant ironic memory of attending one of Michelle’s faculty meetings and being the only man in the room; what a weird feeling! I continued to teach and advise students until 2010. Over that 40-year span, I was blessed to have mentored almost 100 doctoral students, many of whom I remain in contact with.

My first doctoral graduate was John Lochman who retired last year as a distinguished professor at the University of Alabama. My final doctoral student was Beth Springate who some of you likely know as a neuropsychologist and professor at the UConn Medical School.

I now live within walking distance of the campus and frequently roam through Bousfield. My standards for dress were never high (mostly t-shirts) and I suspect that they have declined further in retirement. I almost invariably encounter a graduate student who kindly and sympathetically inquires if I need help locating the Psychological Services Clinic. Such solicitations solidify a sense of pride in your current faculty who continue to educate with excellence and kind-heartedness.
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

Summer 2019 Milestone Review

M.S. Defenses
08/2019 – Ari Romano-Verthelyi
First-Time Juvenile Arrestees’ ODD Symptoms: The Role of Parent-School Interaction and Race

Certificate Completion
08/2019 – Matthew Sullivan
Quantitative Research Methods

Summer 2019 Comps Topics
While many of us were enjoying the summer and taking it easy, several of our colleagues sat for the General Examination for Doctoral Study in Clinical Psychology (AKA Comps). We want to commend these students for all of their hard work!

Emilie Butler -- The Treatment of Irritability in Children: A Review

Destiny Printz -- Barriers, Facilitators, and Preferences for Treatment of Perinatal Disorders: A Critical Overview
Mackenzie Stabile -- Gesture production in verbal children, adolescents, and adults with autism spectrum disorder: A systematic review

Fall 2019 Clinical Brownbag Schedule

(topics, speakers, and dates all subject to change)

9/4 – Inge-Marie Eigsti, Ph.D.
How to Give a Talk
9/18 – Kristin Arapuano, Ph.D.
Contextualizing Brain Signatures of Vulnerability to Health-Risk Behaviors in the Real World
10/2 – Kirsty Coulter & Sinead Sinnott
10/9 – Diane Quinn, Ph.D., Social Psychology
10/16 – Brandi Simonsen, Ph.D.
Positive Behavioral Interventions and Supports (PBIS): Building State, District, and School Systems to Support Students
10/23 - Nathaniel M. Rickles, PharmD, Ph.D., BCPP
Integrating New & Old Approaches to Changing Patient and Provider Medication Use Behaviors: Applications to Mental Healthcare and Beyond
10/30 – Christine Yantz, Ph.D., ABPP
Third Party Observer Effects in Neuropsychological Assessment
11/6 – Valori Banfi
Systematic Reviews and Scoping Reviews
11/13 – Emily Peters & Emilie Butler
11/20 - TBD
12/4 – Devin Kearns, Ph.D.
fMRI and Dyslexia

Clinical Psychology Brownbags are held weekly on Wednesdays from 12:30pm – 1:25pm in Bousfield Room 160
Meet the New Cohort! >>>

This Fall, UConn welcomed six students to the Clinical Psychology program!

Ana Luisa Barbosa Torreao Dau (Advisor: Stephanie Milan, Ph.D.)
Ana earned her B.A. in Psychology/Clinical Psychology from Pontifical Catholic University of Rio de Janiero in 2013 and her MSc in Developmental Neuroscience and Psychopathology from University College London in 2015. Her research interests include parenting, attachment, early childhood development, early exposure to life stress and trauma, and disparities in mental health treatment.

Pamela Colon Grigas (Advisor: TBD)
Pamela graduated with a B.A. in Psychology from Purchase College in May 2018. Their research interests focus on race/ethnicity, racism and stigma, chronic illness, psychedelic use, and trauma, among some other themes. Their prior research studies focused on interracial interactions, internalized racism, Latinx collective self-esteem, and the psychological well-being of residents of gentrifying neighborhoods. In order to branch out into a more traditional clinical framework, Pamela is working on studies examining racial trauma and psychedelic use, correctional officers and trauma interventions, and police-community interactions. In their off-hours, they watch Netflix, cross-stitch, and go thrifting.

Jeff Crawford (Advisor: Chi-Ming Chen, Ph.D.)
Jeff graduated from the University of California, Berkeley in December of 2015 where he studied Psychology and Theater Arts. Before attending UCONN, he spent the last 3 years as a research assistant in the medical psychology clinic at Johns Hopkins Medical Hospital. He is interested in researching people on the schizophrenia spectrum. He is specifically interested in how their motor system functions and how they integrate sensory signals. He also thinks a lot about how we can use neuroscientific measures, such as EEG, MRI, TMS, and eye tracking, in clinical research to better understand the cognitive deficits associated with schizophrenia and psychosis at a neural level. In his free time, he enjoys hanging with his cohort, playing card games, and taking long walks on the beach at sunset.

Sophia Dominguez Perez (Advisor: Stephanie Milan, Ph.D.)
Sophia earned her BA in the Biological Basis of Behavior from the University of Pennsylvania in 2015. Her research interests include trauma and resilience in addition to mental health disparities.

Katherine Gnall (Advisor: Crystal Park, Ph.D.)
Katherine graduated from the University of Massachusetts Amherst in 2017. Following graduation, she worked as a Research Assistant at the National Center for PTSD in Boston, MA. Her current research interests include mindfulness, self-compassion, and mind-body approaches for chronic stress and trauma. Additionally, she is interested in predictors of proactive health behaviors such as physical activity, diet, and relaxation practices. In her free time, Katherine enjoys being outdoors, practicing yoga, spending time with friends/family, and painting.

Asia Perkins (Advisor: Jeffrey Burke, Ph.D.)
Asia is a first-year student in the BACDO Lab. She graduated from the University of Oklahoma in 2015 with a B.A. in Psychology and English Language & Literature. After graduation, she became employed at the University of Oklahoma Health Sciences Center as a project interviewer for several qualitative and quantitative research projects focusing on child abuse and neglect prevention. Concurrently, she served as lab supervisor for the Youth with Problematic Sexual Behaviors Lab. Her current research interests include disruptive behavior disorders in youth, callous-unemotional traits, and effective interventions. She also aims to explore and address racial and ethnic disparities in data collection as well as the creation of measures and evidence-based treatment models. In her free time, she enjoys trekking through the outdoors, trying new foods, crafting, traveling, learning about science and true crime, and seeking out thrilling activities (e.g., skydiving).
Meet the New Faculty! >>>

Meet the newest faculty members of the UConn Clinical Psychology Program!

Dr. Christine Yantz is an Assistant Clinical Professor in the Psychology Department and Board Certified in Clinical Neuropsychology. Prior to joining the UConn faculty, she completed neuropsychological and psychological assessments with adults and older adults with a broad range of referral questions and goals and drew from research-supported interventions to guide treatments for people with brain injuries and other medical and rehabilitation issues.

She graduated Magna Cum Laude with a BS from Cornell University in 2003 in Biology with a focus in Neurobiology and Behavior. She then completed a MA and PhD in Clinical Psychology at the University at Albany, including a neuropsychology track internship at the Long Island Jewish Medical Center-Zucker Hillside Hospital. She completed her two-year post-doctoral fellowship in Rehabilitation Psychology and Neuropsychology at the Department of Physical Medicine and Rehabilitation, Johns Hopkins University School of Medicine. She continued her dual focus of neuropsychology and rehabilitation/health psychology as a staff psychologist at Gaylord Specialty Healthcare from 2010 to 2018. Following this, she began an independent practice focusing on assessment but missed the collaboration integral to hospital practice. In August 2019, she was excited to join the UConn Department of Psychological Sciences faculty as Assistant Director of the Psychological Services Clinic.

Dr. Yantz is a member of the American Psychological Association, Connecticut Psychological Association, American Board of Professional Psychology, and American Academy of Clinical Neuropsychology.

Christine Yantz, Ph.D., ABPP
New Assistant Director of the Psychological Services Clinic

Dr. Lauren Herlihy is a graduate of UConn's Clinical Psychology Ph.D. program in the Fein/Barton Early Detection Lab. Her research interests focus on stress in parents of young children with Autism and in reducing disparities in access to early screening, diagnosis, and treatment for Autism.

Lauren completed her pre-doctoral Internship at Yale’s Child Study Center in the Autism track, and completed a post-doctoral fellowship at Yale-New Haven Hospital's Children's Psychiatric Inpatient Services and the Child Study Center. As a newly licensed psychologist, Lauren was recruited to the Hospital for Special Care to provide diagnostic evaluations for possible Autism Spectrum Disorder in the Autism Clinic. She was a founding clinical team member of the first Autism-specific psychiatric unit in Connecticut for children and adolescents with Autism.

Lauren continues to work in both the outpatient and inpatient settings with individuals with ASD and their families. She is delighted to be back at Bousfield working with the next generation of UConn’s scientist-practitioners!

Lauren Herlihy, Ph.D.
New Faculty Supervisor for the Practicum in Child/Family Psychotherapy (i.e., V-Team)
Reflections on George J. Allen, Ph.D.

**Dzintra Kingsley, Ph.D.**
*Faculty Supervisor for Adult Psychotherapy Practicum, University of Connecticut*
*Private Practitioner*

**Relation to George:** Former student

**What I Learned from George:** “I consider myself blessed to have had the opportunity to be trained by George. He helped me grow, both professionally and personally, as he consistently modeled respect for others, interpersonal authenticity, self-care and scientist-practitioner oriented endeavors. Even now, after all these years, I can feel the “George” in me as I try to sort out client behavioral dynamics, work to best help a supervisee, or relate to friends and family.”

**Carol Malone**
*Administrative Manager, University of Connecticut*

**Relation to George:** Family friend and colleague

**What I Learned from George:** “George Allen has been a dear family friend for over 35+ years. He encouraged me to apply for a job in the department over 30 years ago. George is the most caring and kind person anyone would want for a friend, colleague, Professor, Clinician, husband, father or grandfather. Thank you, George for being who you are!”

**Deborah Fein, Ph.D., ABPP**
*UConn Board of Trustees Distinguished Professor, University of Connecticut*

**Relation to George:** He hired me

**What I Learned from George:** “George came to my house for dinner when my daughter was about 3 or 4; she refused to go to bed because she had the ‘monster feeling from stress’. I took her upstairs and showed her that there was no monster under the bed, in the closet, etc. but that did little to solve the problem. George picked up a plastic bat and explained that this was a special monster bat and if she kept it within reach, she would always be safe. She picked it up and trotted off happily to bed. Lessons: 1. Empower your patients, friends, colleagues. 2. Focus on the positive in others and the negative is likely to abate. 3. I have a very short lifetime list of my ‘sanity symbols’ – people who can take adversity and still be themselves, who don’t see themselves as the center of the universe, who balance work and life, who have deep wisdom about others. George is at the top of the list.”

**Kimberli Treadwell, Ph.D.**
*Associate Professor, University of Connecticut*

**Relation to George:** Former mentee and colleague

**What I Learned from George:** “George Allen provided weekly mentoring to me during my first year at UConn, upon which I look back fondly. He provided a welcome time to discuss faculty life and was critical in my adjustment to a dual campus setting. I noted that he emphasized teaching the whole student, infusing his classes with self-care, ethical conduct, and other important professional lessons most programs do not touch on, which I have tried to incorporate into my own teaching style. He is a wonderful role model to me and I am so grateful that my time at UConn overlapped with his. Although I was very happy for his new phase in life after leaving UConn, I was so very sorry my weekly trips to UConn no longer included his presence. My favorite saying of George's is, “We avoid being avoidant” (he was referencing the culture of our clinical division).”

**Crystal Park, Ph.D.**
*Professor, University of Connecticut*

**Relation to George:** Colleague & Mentee

**What I Learned from George:** “It is possible to effectively serve as a faculty member with kindness, grace, and generosity of spirit—while still acting on strongly-held convictions and principles. George was a true role model for me, and remains one.”

We’ve heard George’s take on his 40+ years with UConn, now let’s hear from those impacted by his work!

_(surprise, George!)_
An impact that extends far beyond UConn

Lisa Harvey, Ph.D.
*Professor, University of Massachusetts Amherst*

**Relation to George:** Former colleague

**What I Learned from George:** “George taught me many things but there are two that stand out: First, he taught me the power of having someone believe in you; he was a wonderful model in expressing to students and colleagues that they were capable of success and this in turn brought out the best in those around him. Second, he modelled an attitude of gratitude that I continue to strive for; he often told me, “This is the best job in the world,” and went on to tell me all the great things about his job even when I knew that he was always dealing with one stressor or another as DCT. Thank you, George!”

George Howe, Ph.D.
*Professor of Clinical/Community Psychology, George Washington University*

**Relation to George:** Former student and mentee over all my years at UConn

**What I Learned from George:** “Hard to put into words my personal debt to George as mentor over my entire graduate career and after. But if I had to choose one central learning George always embodied, hard to attain but always for aspiring to: how to leave hard science with deep compassion and clear conscience; and vice versa!”

Susan M. Essock, Ph.D.
*Edna L. Edison Professor of Psychiatry, Emerita, Columbia University Vagelos College of Physicians and Surgeons*

**Relation to George:** Former student

**What I Learned from George:** “Seek consultation and document it. In a deposition or other legal proceeding, if the other side is attacking your training or behavior, that’s good news because it means they couldn’t get you on content! Kindness saves lives (in this and all things, George leads by example).”

Susan F. Zlotlow, Ph.D.
*Former Director of the Office of Consultation and Accreditation (APA) and APA Former Associate Director, Education Directorate at APA*

**Relation to George:** Former student

**What I Learned from George:** “(1) In psychology and in life, the main guiding question is “what would George do?” (2) Learn how to be excited and enjoy everything (3) running is a metaphor for life – it is good to finish and win – most importantly enjoy the view as you go. Always stretch your goals…..and as a bonus - Cheetos cure EVERYTHING”

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James H. Dalton, Ph.D.
*Faculty Emeritus, Bloomsburg University*

**Relation to George:** Former student (Ph.D., 1980)

**What I Learned from George:** “From the very first day, George was an ideal mentor: warm, welcoming, supportive, insightful and wise. From him I learned resilience, self-reflection, life wisdom, and skills for an academic career and for clinical and community work. George, thank you!”

Hieu Dovan, Ph.D.
*Retired. Director of Counseling Services, St. Mary’s College of Maryland; Clinical Director of Counseling Center, University of California at Davis*

**Relation to George:** Former student

**What I Learned from George:** “Actually it’s what I learned ABOUT George that was important to me. Aside from his amazing scientific knowledge, he was always supportive and helpful in his interactions. Thank you, George.”

Nancy H. Covell, Ph.D.
*Assistant Professor of Clinical Medical Psychology (in Psychiatry), Columbia University Vagelos College of Physicians and Surgeons*

**Relation to George:** former student who was also mentored by 2 of George’s former students

**What I Learned from George:** “In addition to the importance of self-care, George helped me see the importance and value of being a good mentor. I remember him saying that a good mentor sees the potential in someone before they, themselves, often see it. As part of being a good mentor, George modeled the thoughtful and ethical teaching, research and practice that embodies the aspirational values of the profession.”

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From his first student...

John E. Lochman, PhD, ABPP
- Saxon Professor Emeritus of Psychology, The University of Alabama;
- Director Emeritus, Center for Prevention of Youth Behavior Problems (now Center for Youth Development and Intervention), The University of Alabama;
- Adjunct Professor of Psychiatry and Behavioral Science, Duke University Medical Center

Relation to George: First Doctoral Student

What I Learned from George: “George is a terrific mentor, in that he (a) modelled, in compelling ways, his passion for behavior therapy, and, implicitly, the clinical skills required to be effective, (b) provided clear and rigorous expectations and feedback for our research planning, and (c) was very warmly supportive of our development of our own research interests, even when they differed from his own recent research; I have strived to be like George as much as I can! George, I believe, had more faith in me as a researcher than I did in myself in those beginning years; under George, my Master’s thesis involved conducting a study of behavior modification for teachers for behavior problem students, but I had ZERO experience as a teacher or as a behavior modification trainer, but with George’s mentoring, this experience served as a basis for my career-long interest in intervention research. George went well beyond what was required, as evident in his “babysitting” for our bed springs during my internship year, but that’s another story…..”

Beth Springate, Ph.D., ABPP
Neuropsychologist at UConn Health

Relation to George: Last Doctoral Student

What I Learned from George: “It is difficult to condense what I learned from George into just a few sentences, but when looking back on my time as George’s student what I remember most is the smaller moments – conversations while walking across campus to teach a class or sneak to the Dairy Bar. George taught me that good mentorship is not restricted to weekly hour-long supervision meetings but instead reflects a culmination of these smaller moments in time, each one helping me to find success and fulfillment not just in my chosen career but also in my chosen life, a lesson I try to remember when working with my mentees today.”

...to his final student...

...and all of us at UConn (past, present, and future):

Thank You, George!
Honors, Scholarships, & Awards

Terence Ching
UConn Maurice J. Farber Graduate Fellowship Award
2019 IOCDF Student/Trainee Research Poster Conference Scholarship Award
Source Research Foundation Graduate Student Research Grant Inspiration Award

Yael Dai
Dissertation Funding Award, Society for Research in Child Development

Lucy Finkelstein-Fox
Selected for NIAAA/NIDA-sponsored Early Career Investigators Poster Session, American Psychological Association

Destiny Printz
“Unsung Hero” of Cohort 3, Health Policy Research Scholars

Editorial Experience

AIDS and Behavior
Matthew Sullivan reviewed a manuscript

Applied Neuropsychology: Adult
Emmy Wycoff reviewed a manuscript

Archives of Sexual Behavior
Matthew Sullivan reviewed a manuscript

International Journal of Offender Therapy and Comparative Criminology
Destiny Printz reviewed a manuscript

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

Journal of Autism and Developmental Disorders
Yael Dai co-reviewed a manuscript with Deborah Fein, Ph.D.

Journal of Clinical Psychology in Medical Settings
Laura Laumann co-reviewed a manuscript with Dean Cruess, Ph.D.

Journal of Psychedelic Studies
Terence Ching reviewed a manuscript

New Ideas in Psychology
Destiny Printz reviewed a manuscript

Psychology and Health
Lucy Finkelstein-Fox reviewed a manuscript
Research... On the Road
UConn Clinical Psychology Student Research at Conferences
Summer 2019 >>> United States

**August 2019 – Chicago, IL**
*Annual Meeting of the American Psychological Association*


**June 2019 – San Francisco, CA**
*2019 Queering Psychedelics Conference*
Ching, T.H.W. Intersectional insights from an MDMA-assisted psychotherapy training trial. Invited talk.

**June 2019 – Washington, DC**
*JCCAP Future Directions Forum*

**July 2019 – Austin, TX**
*26th International OCD Foundation Annual Conference*


**August 2019 – Louisville, KY**
*Psychedelic Medicine & Cultural Trauma Community Workshop*

**August 2019 – Louisville, KY**
*MDMA-Assisted Psychotherapy Training for Therapists of Color*
Ching, T.H.W. MDMA-assisted psychotherapy for participants of color with PTSD: Does it work? Invited talk.

August 2019 – Helsinki, Finland
Society for Neurobiology of Language
Rivera-Figueroa, K., Stevens, M. C., & Eigsti, I. M. 

July 2019 – Berlin, Germany
9th Annual World Congress of Behavioral and Cognitive Therapies (WCBCT)
George, J.R. New Tools for the Assessment of Trauma Due to Racism. In M. Williams (Chair), Racial Issues in the Assessment of Mental Health and Delivery of Cognitive Behavioral Therapies. Symposium.

Printz, D.M.B., Faber, N., Barber, J., Cruz, M., & Williams, M.T. Racial Inclusivity in Acceptance and Commitment Therapy Randomized Control Trials. Poster.

June 2019 – Rome Italy
2019 Organization for Human Brain Mapping Annual Meeting
Accepted Publications

Archives of Sexual Behavior

Current Psychiatry Research and Reviews

Health Psychology Review

Under Review

- Lauren Carney submitted a systematic review on mindfulness interventions in cancer patients and a paper on religious beliefs and well-being for congestive heart failure patients.
- Cornelius, T., Wyckoff, E. P., Zee, E., Gettens, K., Powers, T.A., Gorin, A.A submitted a manuscript on the truth and bias model in perceptions of spousal support in a couples weight loss program.
- Kirsty Coulter, Mary Skapek, Becca Thomas, and Deborah Fein submitted a chapter on ASD for a book on pediatric neuropsychology.
- Yael Dai submitted an encyclopedia entry for review about the utility of repeated screening for ASD.
- Olivia Derella, Jeffrey Burke, Ari Romano-Verthelyi, Emilie Butler, and Oliver Johnston submitted a manuscript on the feasibility and acceptability of a group CBT intervention for chronically irritable youth.
- Feldman, S., Watson, J., Gallik, C. submitted a manuscript on college aspirations, gender sexuality alliances, and teacher support among diverse LGBTQ youth.
- Oliver Johnston, Dean Cruess, and Jeffrey Burke submitted a manuscript on the relationship between oppositional defiant disorder symptom dimensions and DSM-5 pathological personality traits in young adults.
- Oliver Johnston, Olivia Derella, Melanie Gold, and Jeffrey Burke submitted a revision on a paper validating a measure of parental help-seeking for disruptive behavior disorders.
- Watson, R., & Gallik, C. submitted a manuscript on risk and protective factors for self-esteem among sexual and gender minority youth.
“What did you do this Summer?”

Professional & Personal Summer Adventures 2019

Kirsty Coulter
“I went to a workshop on CBT for Challenging Behaviors in Youth at the Beck Institute in Philadelphia.”

Emmy Wyckoff
“[I] got married and took a full month off!”

First Cohort Wedding!

Kirsty doing a CBT role-play with Dr. Aaron Beck!

Nana Marfo
“I traveled to Thailand to participate in an NSF-sponsored project (PREEMPTIVE), where I worked with an interdisciplinary research team to understand, promote, and accelerate the adoption of protective systems for communities in the Pacific Rim at risk for seismic and multihazard activities.”

Oliver Johnston
“As a way of avoiding internship applications, I traveled the country to volunteer as a mental health professional for three chapters of Camp Kesem (University of Illinois, University of California-Santa Cruz, and University of Vermont). Camp Kesem is a no-cost, overnight summer camp for youth that have been affected by a parent’s cancer. For more information about Camp Kesem, to locate your nearest chapter, and/or to learn about how to get involved, check out…

https://www.campkesem.org.”

To learn more about PREEMPTIVE:
https://stem-ed.usc.edu/our-research/eerp/preemptive/
https://news.usc.edu/160342/disaster-preparedness-usc-viterbi-preemptive-program/
Terence Ching
International OCD Foundation Annual Conference Planning Committee member & Diversity Council subcommittee member

Kirsty Coulter
Gave a crash course on the Early Start Denver Model (ESDM) to EdAdvance, an early intervention agency in CT.

Destiny Printz
Wrote a policy brief and pitch utilizing a UConn-based research project that we intend to pitch to the university President.

Mary Skapek, Jason Crutcher, Elise Taverna, & Becca Thomas
Mentored high school students in Inge-Marie Eigsti's lab for the Young Scholar Senior Summit program!

Ari Romano-Verthelyi
“I cannot recommend APA’s Advanced Training Institute: Research Methods with Diverse Racial and Ethnic Groups Workshop enough! And not just because of the ice cream!”

Service to the Profession and Community

In the next issue

Release:
January 2020

Covering:
September 1, 2019 – December 31, 2019

Featuring:
Internship & Post-Docs: Where Are They Now? …and much more!

On behalf of all of us at the editorial office of the Rotter Review (AKA the Manchester IHOP)

Have a great Fall Semester!