

Maggi A. Price, Ph.D.

Boston College, School of Social Work

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EDUCATION

Postdoctoral Fellowship in the Laboratory for Youth Mental Health (PI: John Weisz), Harvard University, Department of Psychology, Cambridge, MA (2018- 2020)

Predoctoral Internship in Clinical and Community Psychology, Yale University School of Medicine, Department of Psychiatry, New Haven, CT (2017-2018)

Ph.D. in Counseling Psychology, Boston College, Boston, MA (2018)

Dissertation: The Effects of Identity-Based Victimization on Youth: An Intersectional Examination of Mental Health, Academic Achievement, and the Impact of Teacher-Student Relationships

M.A. in Counseling Psychology, University of Hawai'i, Hilo, HI (2012)

Thesis: Complex Trauma Experience in Children and Adolescents: An Assessment of the Effects of Trauma Type and Role of Interpersonal Proximity

B.S. (high honors) in Psychology and Sociology, University of Oregon, Eugene, OR (2010)

Honors Thesis: The Intergenerational Transmission of Divorce: The Effects of Age at Parental Divorce on Marital Stability in Adulthood

PROFESSIONAL ACADEMIC EXPERIENCE

Assistant Professor, Boston College, School of Social Work (2020 – present)

Psychology Associate, Harvard University, Department of Psychology (2020-present)

Adjunct Faculty, Boston College, Lynch School of Education (2019-2020)

Visiting Scholar, Boston College, School of Social Work (Spring semester 2020)

HONORS, AWARDS & GRANTS

(under review) National Institutes of Health Loan Repayment Program *Improving Mental Health Treatment for Gender Minority Youth*

(under review) National Institutes of Health K23 Mentored Patient-Oriented Research Career Development Award (K23) *Development of a Training Intervention to Improve Mental Health Treatment for Gender Minority Youth*

2020 National Institute of Mental Health CHIPS (Child Intervention, Prevention, and Services) Fellow, selected applicant for year-long grant writing and career development training (5R25MH068367)

2020 Emerging Scholar Travel Award for the 2020 Society of Research on Adolescence Biennial Meeting \$200

2019 Psi Chi International Honor Society in Psychology Faculty Mentoring Grant Stipend to Support study *Mental Health Symptomatology and Treatment Outcomes of Gender Minority Youth: An Examination of a Transdiagnostic Evidence-Based Practice* \$1500

2019 - 2021 *The Pershing Square Fund for Research on the Foundations of Human Behavior* Research Grant to support study *Exploring Stigma, Trauma, and Pathways to Mental Health in Transgender Youth* \$4838

2019 Institute of Education Sciences Meta-Analysis Training Institute (R305B170019), selected applicant for funded training to support project *Structural Sexism and Child Psychotherapy Effectiveness*

2018 Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum Launch Award for Outstanding Research on Stigma
 2018 American Board of Professional Psychology Arthur Nezu Diversity Dissertation Award \$1000
 2018 Yale University Doctoral Internship in Clinical & Community Psychology Leadership Award
 2017 Boston College Donald J. White Teaching Excellence Award \$300
 2017 Boston College Lynch School of Education Student Research Travel Award \$600
 2015 & 2017 Boston College Graduate Student Association Travel Grant \$200
 2015 & 2017 Boston College Graduate Education Association Travel Grant \$300
 2014 American Psychological Association Convention Travel Award \$500
 2011 University of Hawaii at Hilo Professional Development Grant \$500
 2011 Research Corporation of the University of Hawaii Travel Grant \$2000
 2009 University of Oregon Center for Multicultural Academic Excellence Tuition Grant \$200

RESEARCH AND TEACHING INTERESTS

Post-traumatic sequelae; trauma-related outcomes in youth; trauma treatment; child abuse and neglect; stigma; discrimination; identity-based bullying; evidence-based interventions; psychotherapy; culturally-responsive mental health treatment; school-based mental healthcare; gender diversity; ethical care of gender diverse individuals

PEER-REVIEWED PUBLICATIONS (* denotes mentee)

1. Hollinsaid, N.*, Weisz, J., Chorpita, B., & **Price, M.** (2020). The effectiveness and acceptability of empirically supported treatments in gender minority youth across four randomized controlled trials. *Journal of Clinical and Consulting Psychology*. doi: 10.1037/ccp0000597
2. Corteselli, K. *, Hollinsaid, N.*, Harmon, S., Bonadio, F., Westine, M., Weisz, J. & **Price, M.** (2020). School clinician perspectives on implementing a modular transdiagnostic treatment for youth. *Evidence-Based Practice in Child and Adolescent Mental Health*. doi:10.1080/23794925.2020.1765434
3. Scheer, J., Breslow, A., Esposito, J., **Price, M.**, & Katz, J. (in press). Violence against gay men. In A. Johnson & E. Lund (Ed.), *Violence Against LGBTQ+ Persons: Research, Practice, and Advocacy*. New York, NY: Springer Press.
4. Thrower, S., Helms, J., & **Price, M.** (2020). Racial dynamics in counselor training: Social interaction model. *The Journal of Counselor Preparation and Supervision*, 13(1). doi:10.7729/131.1313
5. **Price, M.**, Polk, W., Hill, N., Liang, B., & Perella, J. (2019). The intersectionality of adolescent discrimination and identity-based bullying: A person-centered examination of mental health and academic functioning in a U.S. High School. *Journal of Adolescence*, 76, 185-196. doi: 10.1016/j.adolescence.2019.09.002
6. **Price, M.**, Hill, N., Liang, B., & Perella, J. (2019). Teacher relationships and adolescents experiencing identity-based victimization: What matters for whom among stigmatized adolescents. *School Mental Health*, 11, 790–806. doi: 10.1007/s12310-019-09327-z
7. **Price, M.**, Arditi, R. *, Olezeski, C & McMahan, T. (2019). Psychological assessment and treatment of emerging adults exposed to complex trauma. *Evidence-Based Practice in Child and Adolescent Mental Health*, 4, 273–295. doi:10.1080/23794925.2019.1618225
8. **Price, M.**, Olezeski, C., McMahan, T., & Hill, N. (2019). A developmental perspective on victimization faced by gender-nonconforming youth (pp. 447-461). In H. Fitzgerald (Ed.), *Handbook of Children and Prejudice: Integrating Research, Practice, and Policy*. New York, NY: Springer Press.

9. Polk, W. Hill, N., **Price, M.**, Liang, B., Perella, J., & Savitz-Romer, M. (2018). Adolescent profiles of marginalization and connection at school: Relations with academics and mental health. *Journal of Research on Adolescence*. doi:10.1111/jora.12460
10. Liang, B., Hill, N.E., **Price, M.**, Polk, W., Perella, J., & Savitz-Romer, M. (2018). Envisioning a meaningful future and academic engagement: The role of parenting practices and school-based relationships. *Psychology in the Schools*, 55, 595–608. doi: 10.1002/pits.22146
11. Hill, N. E., Liang, B., Bravo, D. Y, **Price, M.**, Polk, W., Perella, J., & Savitz-Romer, M. (2018). Adolescents' perceptions of the economy: Its association with academic engagement and the role in school-based and parental relationships and academic engagement. *Journal of Youth and Adolescence* 47(5), 895-915.
12. **Price, M.**, Spinazzola, J., Musicaro, R., Suvak, M., Emerson, D., & van der Kolk, B. (2017) Effectiveness of an extended yoga treatment for women with chronic posttraumatic stress disorder. *Journal of Alternative and Complementary Medicine*, 23(4), 300-309.
13. **Price, M.** & Skolnik, A. (2017). Gender identity (pp. 663-667). In K. Nadal (Ed.), *The SAGE Encyclopedia of Psychology and Gender*. New York, NY: SAGE Publications.
14. Naste, T., **Price, M.**, Karol, J., Martin, L., Murphy, K., Miguel, J., Spinazzola, J. (2017). Equine facilitated therapy for complex trauma (EFT-CT). *Journal of Child and Adolescent Trauma*, 11(3), 289-303.
15. Finn, H., Warner, E., **Price, M.** & Spinazzola, J. (2017) The boy who was hit in the face: The role of somatic regulation and trauma processing in treatment of preverbal complex trauma. *Journal of Child and Adolescent Trauma*, 11(3), 277-288.
16. **Price, M.**, Higa-McMillan, C., Kim, S., & Frueh, B. C. (2013). Trauma experience in children and adolescents: An assessment of the effects of trauma type and role of interpersonal proximity. *Journal of Anxiety Disorders*, 27, 652-660.
17. **Price, M.**, Chin, M., Higa-McMillan, C., Kim, S., & Frueh, B. C. (2013). Prevalence and internalizing problems of ethnoracially diverse victims of traditional and cyber bullying. *School Mental Health*, 5, 183-191.
18. **Price, M.**, Higa-McMillan, C., Ebesutani, C. Okamura, K., Nakamura, B., Chorpita, B. F., & Weisz, J. (2013). Symptom differentiation of anxiety and depression across youth development and clinic-referred/non-referred samples: An examination of competing factor structures of the Child Behavior checklist DSM-Oriented Scales. *Development and Psychopathology*, 25, 1005-1015.

MANUSCRIPTS UNDER REVIEW

1. **Price, M.**, Weisz, J., McKetta, S., Ford, J., Lattanner, M., Reid, A., Hollinsaid, N., & Hatzenbuehler, M. (invited submission, revise and resubmit). Are psychotherapies less effective for Black youth in communities with higher levels of racism? *Journal of the American Academy of Child and Adolescent Psychiatry*. [Preprint](#)
2. **Price, M.**, Weisz, J., McKetta, S., Ford, J., Lattanner, M., Skov, H. *, Wolock, E., & Hatzenbuehler, M. (revise and resubmit). Cultural sexism moderates efficacy of psychological therapy for girls: Results from a spatial meta-analysis. *Clinical Psychology: Science and Practice*. [Preprint](#).

3. **Price, M.**, Bokhour, E. *, Kaufman, G. *, Sheridan, M. *, Hollinsaid, N. *, & Olezeski, C. (revise and resubmit). The experiences of transgender and gender diverse adolescents and their caregivers in mental health treatment: A qualitative analysis. *Journal of Adolescence*. [Preprint](#).
4. Harmon, S.L., **Price, M.**, Corteselli, K.A., Lee, E.H., Metz, K., Bonadio, F.T., Marchette, L.K., Rodríguez, G.M., Raftery-Helmer, J., Thomassin, K., Bearman, S.K., Jensen-Doss, A., & Weisz, J.R., (under review). Evaluating a Modular Approach to Therapy for Children with Anxiety, Depression, Trauma and Conduct Problems (MATCH) in school-based mental health care: Study protocol for a randomized controlled trial.

MANUSCRIPTS IN PREPARATION

1. **Price, M.**, Hollinsaid, N. *, Skov, H. *, Bokhour, E. *, Kaufman, G. *, Sheridan, M. *, & Olezeski, C. (in preparation). A mixed methods examination of adversity and caregiver support in gender minority youths.
2. **Price, M.**, Deonauth, T.*, Harmon, S., & Weisz, J. (in preparation). Youth psychotherapy engagement disparities across race/ethnicity and socioeconomic status in a community mental health setting.
3. Skov, H.*, Hollinsaid, N. *, Rith-Najarian, L., Weisz, J., & **Price, M.** (in preparation) Emotion regulatory systems and social-evaluative task performance in a racially diverse and clinical sample of youth (working title).

PRESENTATIONS

- Price, M.** (2020, invited). Structural sexism and treatment success. Guest lecturer at the *Biopsychosocial Effects of Stigma Lab* seminar at Harvard University, Cambridge, MA.
- Price, M.** (2020, invited). Gender affirming practice during COVID. Expert panelist at webinar *Struggling to be Proud and Thriving: Supporting the Wellbeing and Mental Health of LGBTQ+ College Students* held by the JED Foundation and the Consortium of Higher Education LGBT Resource Professionals (online).
- Price, M. A.**, Bokhour, E.*, Kaufman, G.*, Sheridan, M.*, & Hollinsaid, N. L.*(2020, April). The therapy experiences of gender minority youths and their caregivers. Oral presentation at the Boston Children's Hospital Behavioral Health, Endocrinology, Urology (BE-U) and Gender Multispecialty Service (GeMS) clinical research team meeting, Boston, MA.
- Price, M.** (2020, invited). Gender affirming adaptations for youth psychotherapy: MATCH edition. Guest lecturer at clinical supervision seminar for clinical psychology doctoral students at Stony Brook University, Stony Brook, NY.
- Hollinsaid, N. L. *, Kaufman, G. *, Bokhour, E. *, Olezeski, C., & **Price, M.** (2020). A qualitative analysis of adverse childhood experiences in gender minority adolescents. Poster presentation at the annual convention of the American Psychological Association, Washington, DC.
Received \$100 poster award from Section for LGBTQ Issues, Society of Counseling Psychology (APA Division 17).
- Price, M.**, Polk, W., Hill, N., Liang, B., & Perella, J. (2020). LGBTQ adolescents' relative risk for identity-based victimization and associated mental health and academic outcomes. Oral paper presentation at the Society for Research on Adolescence Biennial Meeting, San Diego, CA.

- Price, M.**, Hollinsaid, N. *, Bokhour, E. *, Kaufman, G. *, Sheridan, M. *, Menary, W., & Olezeski, C. (2020). Gender minority youths' experiences in mental health treatment. Oral paper presentation at the American Psychological Association Convention, Washington, D.C.
- Corteselli, K. A.*, Hollinsaid, N.*, Harmon, S., Bonadio, F. T., Westine, M., Weisz, J. R., & **Price, M.** (2020). School clinician perspectives on implementing a modular, transdiagnostic, therapy for youth. Oral paper presentation at the Anxiety and Depression Association of America's 40th Annual Conference, San Antonio, TX.
- Hollinsaid, N.*, Weisz, J., & **Price, M.** (2019). Mental health symptomatology and treatment outcomes of gender minority youth: an examination of evidence-based practice. Poster presentation at the annual meeting of the Association for Behavioral and Cognitive Therapies, Atlanta, GA.
Awarded best student poster by the Sexual and Gender Minority Special Interest Group
- Hollinsaid, N.*, Weisz, J., & **Price, M.** (2019). An intersectional examination of identity-based disparities in the mental health symptomatology of clinically referred youth. Poster presented at the annual convention of the American Psychological Association, Chicago, IL.
Awarded best poster by the Society for the Psychology of Sexual Orientation and Gender Diversity (Div 44) Committee on Racial and Ethnic Diversity
- Skov, H.*, Weisz, J., & **Price, M.** (2019). Youths' physiological response to stress and task performance: an examination of youth of color's resistance to stress. Poster presentation at the Association for Psychological Science Annual Convention, Washington, D.C.
- Price, M.**, & Polk, W. (2019). The intersectionality of identity-based victimization in adolescence: A person-centered examination of mental health and academic achievement. Oral presentation at the Winter Roundtable at Teacher's College, Columbia University, New York, New York.
- Polk, W. & **Price, M.** (2019). High school discipline and academic and psychosocial adjustment: A moderated mediation of marginalization. Oral presentation at the Winter Roundtable at Teacher's College, Columbia University, New York, New York.
- Price, M.**, Corteselli, K.*, & Weisz, J. (2019). Peer victimization and youth in school therapy: Demographic patterns, mental health associations, and implications for practice. Poster presentation at the Institute of Education Sciences (IES) Principal Investigators Meeting.
- Polk, W., Hill, N., **Price, M.**, Perella, J., & Liang, B. (2019). Exploring high school discipline and mental health: The mediating role of marginalization. Poster presented at the Biennial Meeting of the Society for Research on Child Development, Baltimore, MD.
- Chiapa, A., Kamody, R., **Price, M.**, Boulware, S., Weinzimer, S., Patel, A., Koval, R., & Olezeski, C. (2018). Preliminary findings: Psychosocial relations among gender variant youth. Poster presentation at the American Psychological Association, San Francisco, CA.
- Price, M.** (2018). Future directions in intervention-research for stigmatized youth. Invited oral presentation for the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum Awards Ceremony, Washington, DC.
- Price, M.**, Hill, N., Liang, B., & Perella, J. (2018). Youth experiencing identity-based victimization and teacher-student relationships: What matters for whom among youth with stigmatized identities.

- Poster presentation at the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum, Washington, DC.
- Olezeski, C., Chiapa, A., Kamody, R., **Price, M.** et al. (2018). Parental support of youth seeking gender affirming treatment - association with socioeconomic status: Preliminary findings. Poster presentation at the Eastern Society for Pediatric Research Meeting. Philadelphia, Pennsylvania.
- Price, M.**, Polk, W., Hill, N., Liang, B., & Helms, J. (2017). Recognizing the full spectrum of identity-based victimization in youth using an intersectional framework: An examination of incidence rates across identity groups. Oral presentation at the Winter Roundtable at Teacher's College, Columbia University, New York, New York.
- Polk, W., **Price, M.**, Hill, N., Liang, B., Savitz-Romer, M., & Perella, J. (2017). Exploring students' interpersonal experiences in diverse school contexts: A cluster analysis of discrimination, equity, and connection. Oral presentation at the Winter Roundtable at Teacher's College, Columbia University, New York, New York.
- Price, M.** (2016). Identity based bullying and treatment implications. Oral presentation and discussion at the Cultural Meeting at Massachusetts General Hospital Chelsea Healthcare Center, Chelsea, Massachusetts.
- Price, M.**, Spinazzola, J., Hopper, E., & Yacevich, I. (2015). Giving youth the script: Evaluation of a youth-led, theater-based violence prevention program for adolescents. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Price, M.**, Musicaro, R., Suvak, M., Emerson, D., van der Kolk, B. & Spinazzola, J. (2015). Effectiveness of an intensive yoga treatment for women with chronic posttraumatic stress disorder: The role of practice duration and frequency. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Skolnik, A., & **Price, M.** (2015). From gate-keeper to bridge-builder: Creating access to transgender affirming health care. Presentation at the Cambridge Health Alliance Psychiatry Grand Rounds.
- Collins, D., Ashby, K., Canada, D., Paulk, S., **Price, M.**, & Helms, J. (2015). Proactive methods for promoting racial consciousness development among students: Exploring three university programs. Oral presentation at the Winter Roundtable at Teacher's College, Columbia University, New York, New York.
- Price, M.**, Paulk, S., & Helms, J. (2014). Facilitating opportunities for growth in social advocacy training: Racial identity dynamics. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Price, M.**, Mackintosh, M., Willis, E., & Morland, L. (2013). The effects of a computerized attentional bias modification task on PTSD symptomology in a sample of male Vietnam veterans. Paper presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Price, M.**, Higa-McMillan, C., Kim, S., & Frueh, B. C. (2012). Trauma experience in children and adolescents: An assessment of the effects of trauma type and role of interpersonal proximity. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Baltimore, Maryland.
- Price, M.**, Chin, M., Higa-McMillan, C., Kim, S., & Frueh, B. C. (2012). Prevalence, gender, and internalizing problems of ethnoracially diverse victims of traditional and cyber bullying. Poster

presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Baltimore, Maryland.

Price, M., Ebesutani, C., Higa-McMillan, C., Okamura, K., Nakamura, B., & Chorpita, B. (2011). Symptom differentiation for anxiety and depression: Factorial validity of the Child Behavior Checklist DSM-oriented scales across development and clinic- vs. non-referred samples. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Toronto, Canada.

Price, M. (2011). The intergenerational transmission of divorce: The effects of age at parental divorce on marital stability in adulthood. Oral presentation at the annual meeting of the Southwestern Social Sciences Association, Las Vegas, Nevada.

JOURNAL REVIEWS AND CO-REVIEWS

BMJ Open

Journal of Abnormal Child Psychology (JACP)

Journal of Anxiety Disorders

Psychological Services

Journal of Consulting and Clinical Psychology (JCCP)

Africa Education Review

Cognitive and Behavior Practice

AWARD AND GRANT REVIEWS

APA Division 44 LGBTQ Student Research Awards

RESEARCH EXPERIENCE

Harvard University, Faculty of Arts and Sciences, Dept of Psychology, Cambridge, MA (7/18-present)

Position: Postdoctoral Research Fellow, 40 hours/week (paid)

Project: CARES (Counseling for Academic Resilience in Every Student) Project

- Postdoctoral training in research on youth psychotherapy effectiveness and implementation
- Supervise and coordinate a large team of research assistants and school staff in multi-school IES-funded grant (e.g., in data collection, intervention implementation)
- Time, mentorship, and training dedicated to developing independent research portfolio (e.g., grant writing, manuscript preparation) aimed at tailoring treatment for stigmatized youth

Harvard University, Graduate School of Education, Cambridge, MA (4/14 – 6/17)

Position: Project Director, 20 hours/week (paid)

Project: Reducing Academic Inequalities Among Diverse Adolescents through Envisioning a Meaningful Future and Postsecondary Planning

- Coordinated longitudinal school-wide data collection and intervention efforts
- Supervised a large team of research assistants on quantitative and qualitative data analyses as well as intervention implementation
- Wrote manuscripts and grants, analyzed data, and presented research findings at conferences

Trauma Center, The Justice Resource Institute, Boston, MA (4/14 – 5/17)

Positions: Assessment Clinician, Research Assistant, Manuscript Writer, 10-20 hours/week (paid)

- Projects:* Developmental Trauma Disorder (DTD) Field Trial Study, Child Biofeedback Study, Trauma Sensitive Yoga for Women Study, Equine Facilitated Therapy for Complex Trauma Study
- Administered diagnostic assessments with youth (ages 8-17) and caregivers using the Kiddie-Schedule for Affective Disorders and Schizophrenia (K-SADS), the UCLA PTSD-RI, the Traumatic Events Screening Inventory for Children (TESI), and self-report measures (e.g., CDI)
 - Wrote manuscripts, analyzed data, and presented research findings at conferences

Boston College, Lynch School of Education, Chestnut Hill, MA (8/13 – 5/14)

Projects/labs: Institute for the Study and Promotion of Race and Culture under Dr. Janet Helms; Relational Health Lab under Dr. Belle Liang

Position: Research Assistant, 20 hours/week (paid)

- Developed and co-conducted a qualitative research project examining the pedagogical difficulties associated with cultural competency development in mental health training
- Co-led volunteer recruitment for the annual Diversity Challenge conference
- Developed a research project investigating the relationship between risky adolescent behavior, parenting behaviors, and mentoring relationships

National Center for PTSD, Department of Veteran Affairs, Honolulu, HI (5/12-6/13)

Position: Project Coordinator, Assessment Clinician, 40 hours/week (paid)

Projects: Telemental Health and CPT for Rural Combat Veterans with PTSD and Telemental Health and CPT for Female Veterans with Military-Related PTSD; Attentional Bias Retraining in Veterans

- Conducted intake and follow-up assessments including the SCID, safety assessment, and psychosocial/medical history interviews
- Administered intellectual assessment batteries including the WAIS, CVLT, and COWA
- Conducted treatment sessions including administration of the attentional bias retraining computer task and self-report measures (e.g., PCL-M)
- Supervised the work of a research assistant, managed participant recruitment, inter-island CPT treatment, and monitored protocol-adherence
- Wrote manuscripts and presented research findings at a national conference

Oregon Social Learning Center, Eugene, OR (1/09-8/10; 5/11-8/11)

Position: Research Assistant, Assessor, 20 hours/week (paid)

Projects: Visual Working Memory Project; Early Childhood Special Education Program (KARES); Kids in Transition to School (KITS); An fMRI Study of Inhibitory Control

- Administered child assessments with youth (ages 5-14) using standardized tests of intelligence, intention attribution, literacy and phonological abilities, emotion understanding and recognition, academic abilities, language fundamentals, and inhibitory control
- Conducted parent interviews, collected saliva, and photographed participants for FAS analysis
- Administered response interference and inhibitory control tasks using EEG, assisted in collection of MRI data

University of Oregon, Eugene, OR (6/08 – 7/10)

Position: Research Assistant, 10 hours/week (paid)

Project: The Early Steps Project at the UO Child and Family Center; From Pregnancy to Parenting Your First Baby (Developmental Sociobiology Lab)

- Conducted assessments with children (ages 4-6) in a poverty-related environmental risk sample

- Collected DNA and administered standardized tests of neurological development (e.g., NEPSY), theory of mind, working memory, and executive functioning (e.g., DCCS)

TEACHING AND CLINICAL SUPERVISION EXPERIENCE

Faculty Instructor, Boston College, Boston, MA (8/15 –5/17)

Courses: APSY7660 Internship in Counseling I & II, APSY2152: Applied Psychology Practicum

- Independently taught weekly seminars involving group supervision, case presentations, and graded assignments
- Supervised internship experiences for second year mental health counseling master's students (APSY7660) and undergraduate students (APSY2152)
- Communicated with students' on-site supervisors to assess progress and learning opportunities and act as liaison between students, Boston College senior faculty, and internship site staff

Masters Counseling Teaching Fellow, Boston College, Boston, MA (8/14 – 5/15)

Course: Lab for APSY744 Principles and Techniques in Counseling

- Developed and taught counseling skills curriculum for mental health counseling master's students
- Provided dyadic supervision for weekly counseling role-plays
- Reviewed weekly progress notes and provided feedback to aid in clinical development

Social Justice Advocacy Trainer, Boston College, Boston, MA (8/13 – 5/14)

Course: Social Justice Advocacy Training

- Developed and taught social justice advocacy curriculum for counseling master's students working at a turnaround school in an underserved community
- Held monthly sessions focused on topics such as racial identity, classism, self-care, and advocacy

Teaching Assistant, Boston College, Boston, MA (8/13 – 5/14)

Course: Psychology 447: Applied Adolescence

- Assisted in curriculum planning and grading for a master's level course on adolescence and positive youth development
- Met with students individually to help with assignments

Co-teacher, Connections Public Charter High School, Hilo, HI (1/12 – 5/12)

Courses: Happiness, Personal Power, Family Dynamics (electives)

- Assisted in the creation and implementation of curriculum
- taught classes independently and graded assignments

Teaching Assistant, University of Oregon, Eugene OR (1/09 - 6/10)

Courses: Psychology 469/569: Psychopathology; Psychology 366: Culture and Mental Health

- Graded weekly essays, exams, and homework assignments
- Held office hours to tutor and advise students with course difficulties

Peer Advisor, University of Oregon Sociology Department, Eugene OR (1/09 – 6/10)

- Advised undergraduate sociology majors on degree requirements, planning a course of study, conducting an honors project, and finding internships

CLINICAL EXPERIENCE

Yale University/Young Adult Services Program, New Haven, CT (7/17-6/18)*Position:* Clinical and Community Psychology Intern, 50 hours/week (paid)*Primary placement:* Young Adult Services, *Secondary placement:* Child and Adolescent Services

- Individual and family therapy with clients ages 5-25 primarily presenting with severe trauma-related difficulties, often comorbid with developmental difficulties and systemic barriers
- Utilize a variety of trauma-focused evidence-based techniques (e.g., TF-CBT, CPT)
- Design and implement behavior support plans for young adults in residential programs
- Train in comprehensive readiness evaluation at the Yale Gender Program
- Scholarly writing on identity-related victimization and complex trauma in young adults
- Participate in weekly training seminars (e.g., TF-CBT, advocacy and policy)

Harvard Medical School/Massachusetts General Hospital, Chelsea Healthcare Center, Behavioral Health Unit, Chelsea, MA (8/15-6/17)*Position:* Clinical Psychology Fellow/Practicum Trainee, 25 hours/week (paid)

- Individual and family therapy with clients ages 5-65 presenting with a variety of mental health concerns (e.g., PTSD, MDD), developmental difficulties, and systemic barriers (e.g., poverty)
- Utilized various evidence-based treatments (e.g., CBT, DBT, CPT)
- Administered neuropsychological batteries and wrote integrated reports incorporating intellectual, neuropsychological, academic, projective, and self-report assessments
- Co-led DBT group for adolescent girls with significant interpersonal and emotional difficulties
- Held weekly walk-in hours for clients with acute difficulties (e.g., safety assessment)
- Participated in weekly seminars (e.g., violence, DBT, neuropsychology, law and psychiatry)

Harvard Medical School/Cambridge Health Alliance, Adolescent Assessment Inpatient Unit, Cambridge, MA (9/14 – 6/15)*Position:* Psychology Fellow/Practicum Trainee, 24 hours/week

- Individual, family, and group therapy with clients ages 12-19 in acute crisis presenting with a variety of severe mental health problems (e.g., suicidality, PTSD) and developmental delays
- Utilized a variety of therapeutic techniques including CBT, DBT, and coping skills training
- Administered and wrote psychological reports integrating projective (e.g., Rorschach, TAT) and diagnostic tests (e.g., SCID, PAI)
- Co-wrote and implemented a multi-unit policy aimed at improving care for transgender youth
- Participated in weekly training seminars (e.g., child assessment, DBT)

Connections Public Charter School, Hilo, HI (1/12 – 5/12)*Position:* Counseling Intern, 24 hours/week

- Individual and group counseling with K-12 students exhibiting a wide variety of psychosocial and academic problems
- Provided educational assistance and mediation services for students
- Prepared and presented psychoeducational curriculum (e.g., anti-bullying) in classrooms

Waiakea Intermediate School, Hilo, HI (8/11 – 12/11)*Position:* Counseling Intern, 20 hours/week

- Conducted individual and group therapy with children diagnosed with developmental disabilities and/or disruptive behavior disorders

- Assisted in the creation of Behavior Support Plans, attended IEP meetings

TREATMENT PROTOCOL TRAINING

Model

Cognitive Behavioral Therapy (CBT) for anxiety and depression
 Cognitive Processing Therapy (CPT)
 MATCH
 Trauma-Focused CBT (TF-CBT)
 Dialectical Behavior Therapy (DBT)
 Mentalization Based Therapy (MBT)
 Sensory Motor Arousal Regulation Treatment (SMART)
 Attachment, Self-Regulation, and Competency (ARC)

Training Location

University of Hawai'i, CHA, MGH
 VA/NCPTSD, MGH
 Harvard University, CHA
 CHA, Yale University
 CHA, MGH
 MGH
 JRI/Trauma Center
 CHA

POLICY TRAINING AND EXPERIENCE

Member of writing group developing the American Psychological Association (APA) Gender Identity Change Efforts (GICE) policy, 2018-present
 Seminar in state level policy development and implementation, Yale University, 2017-2018
 Development and implementation of *Guidelines for Work with Transgender Patients on Inpatient Psychiatry*, Cambridge Health Alliance/Harvard Medical School, 2015

REFERENCES

Research/Academic

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