

## **Maggi A. Price, Ph.D.**

Boston College, School of Social Work

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### **EDUCATION**

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**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**

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**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**

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(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

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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)

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1. Corteselli, K. \*, Hollinsaid, N. \*, Harmon, S., Bonadio, F., Westine, M., Weisz, J. & **Price, M.** (in press). 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
2. 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.
3. 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
4. **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
5. **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
6. **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
7. **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.

8. 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
9. 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
10. 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.
11. **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.
12. **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.
13. 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.
14. 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.
15. **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.
16. **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.
17. **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

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1. **Price, M.**, Weisz, J., McKetta, S., Ford, J., Lattanner, M., Skov, H. \*, Wolock, E., & Hatzenbuehler, M. (revise and resubmit). Structural sexism moderates efficacy of psychological therapy for girls: Results from a spatial meta-analysis.
2. **Price, M.**, Bokhour, E. \*, Kaufman, G. \*, Sheridan, M. \*, Hollinsaid, N. \*, & Oleski, C. (under review). The experiences of gender minority adolescents and their caregivers in mental health treatment: A qualitative analysis. <https://doi.org/10.31219/osf.io/ze8ut>
3. Hollinsaid, N.\* , Weisz, J., Chorpita, B., & **Price, M.** (under review). Gender minority youths' treatment outcomes across four randomized control trials of evidence-based practice. <https://doi.org/10.31219/osf.io/avsk2>

4. Harmon, S.L., **Price, M.A.**, 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

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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).
4. **Price, M.**, Weisz, J., McKetta, S., Ford, J., Lattanner, M., & Hatzenbuehler, M. (in preparation). Structural racism moderates efficacy of psychotherapy for black youths: Results from a spatial meta-analysis (working title).

## PRESENTATIONS

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**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.

**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.

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

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BMJ Open  
 Journal of Abnormal Child Psychology (JACP)  
 Journal of Anxiety Disorders  
 Psychological Services  
 Journal of Consulting and Clinical Psychology (JCCP)  
 Africa Education Review

## RESEARCH EXPERIENCE

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**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**

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**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

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### Model

Cognitive Behavioral Therapy (CBT) for anxiety and depression

### Training Location

University of Hawai'i, CHA, MGH

Cognitive Processing Therapy (CPT)	VA/NCPTSD, MGH
MATCH	Harvard University, CHA
Trauma-Focused CBT (TF-CBT)	CHA, Yale University
Dialectical Behavior Therapy (DBT)	CHA, MGH
Mentalization Based Therapy (MBT)	MGH
Sensory Motor Arousal Regulation Treatment (SMART)	JRI/Trauma Center
Attachment, Self-Regulation, and Competency (ARC)	CHA

## POLICY TRAINING AND EXPERIENCE

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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

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