



Applied Psychology Newsletter

April 2014

Department of Counseling and Applied Educational Psychology



IN THIS ISSUE

Editorial



Oscar F. Gonçalves, Professor and Chair

"Everything we do is building on the legacy and the opportunities that our predecessors made available to us" (President Joseph E. Aoun, Northeastern University, Spring 2014)

Any major changes, if we want them to be sustainable, need to be grounded in our historical roots. Without historical grounding we may have rapid transitions but we seldom have consistent change. This is something that we, as psychologists, are well aware of in our daily efforts to promote change and development.

Those of you who have been following this newsletter regularly are probably aware that our Department is undergoing a major process of change. This is why, while continuously highlighting all these changes, I want to take this opportunity to honor our historical roots as well.

The history of our Department is embedded in the personal and professional history of all our faculty, staff and students. All of them co-authored our institutional narrative helping us to reach the stage of development where we are today. All our current and future achievements are a tribute to their efforts.

Two of our distinguished colleagues will be retiring by the end of this semester: Drs Barbara Okun and Deborah Greenwald. Both have been with us for a long time and, even though I was not fortunate enough to work closely with either of them, I see their mark in every aspect of CAEP. Today, I want to pay tribute to their commitment to CAEP and Northeastern. Another faculty member, Dr. Karen Gould, who launched and directed the ABA program for decades, is also leaving Northeastern. The best homage that we can pay to her is to pursue the development of this program and to make it a trade mark of our Department.

I asked Dr. William Quill, who has been with Northeastern since 1968, to provide a brief overview of our Department history. Dr Quill wrote a very informative and insightful account of the different developmental stages CAEP went through. In reading it, I could not stop thinking about developmental psychology and the important interplay between assimilation and accommodation across development. As Jean Piaget reminds us "When the rabbit eats a carrot it is not the rabbit that turns into carrot but, instead, the carrot that turns into rabbit". In other words, we develop by accommodating changes to become part of what we are. This is indeed the main challenge for all development – *how to change while maintaining a sense of continuity and identity.*

Let our continuous CAEP efforts to change honor the legacy of all our predecessors and, at this time, more specifically the seminal contributions of our friends and colleagues Drs Barbara Okun, Deborah Greenwald and Karen Gould.

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Research Practices

Portfolio

APPEAR – the Applied Psychology Program for Eating and Appearance Research

In this interview Drs Edwards-George, Franko and Rodgers describe the research program of their research lab APPEAR – the Applied Psychology Program for Eating and Appearance Research.

AP: Tell us about APPEAR?

APPEAR: APPEAR includes faculty, students and volunteers who are interested in physical appearance and eating-related research. We are an interdisciplinary team with members from Bouvé College as well as the College of Science, and include first year undergraduates as well as tenure-track and clinical faculty members.



AP: What kinds of questions are you interested in?

APPEAR: We take a globally sociocultural approach that considers the impact of exterior influences such as social pressures, peer and family influences, cultural and ethnic values, as well as individual factors, on eating patterns and appearance preoccupations. Our society sends strong messages about physical appearance and sets almost-impossible standards that may pressure people to engage in unhealthy behaviors in their attempts to attain them. The questions that we are interested in therefore explore the mechanisms through which

sociocultural influences impact appearance concerns and eating behaviors, and how we can help people to think positively about their bodies and maintain healthy habits.



AP: Can you describe some of the specific projects your team is working on at the moment?

APPEAR: Over the past months, our team has been working hard on wrapping up two projects that were conducted last year thanks to internal funding. One of these projects focused on student motivations to engage in indoor tanning. Students mainly tan to improve their appearance, and indoor tanning is a major risk factor for skin cancers such as melanoma. We conducted focus groups to try and understand the thought processes involved in tanning, and our team has been conducting qualitative data analysis and writing up the manuscript from our findings. Another project we have been working on involved a healthy-eating intervention for ethnic minority students who took pictures of their meals on their phones over the course of three weeks. Our team has been looking at the feasibility of the intervention and is preparing to spend some time looking at all the photos of food we have collected! Finally, we have been collecting data for a new project that aims to explore people's wish to avoid *gaining* weight, as opposed to trying to *lose* weight which is the construct a lot of the literature focuses on.



AP: What kind of activities do the people on your team conduct?

APPEAR: Our team members are involved in almost all of the steps of research, from putting together ethics applications, to handing our recruitment flyers, cleaning and analyzing data, and publishing and presenting our findings in journals and conferences. This month we had two posters presented at RISE, which was a real team effort! In addition we presented our work at the International Conference on Eating Disorders in New York.

AP: What are your future plans?

APPEAR: Our research meetings and activities will be continuing during the summer and expanding in the Fall. We have a couple of projects that we are hoping to launch in the Fall and that we will be preparing over the coming months. You can look for updates on our new website: <http://www.northeastern.edu/appear>. And we are always happy to welcome new members!



Outreach Practices

Healthy Kids, Healthy Futures



Roxbury, and South End neighborhoods of Boston. Dr. Jessica Hoffman, Associate Professor in the Department of Counseling and Applied Educational Psychology and Dr. Carmen Sceppa, Associate Professor in the Department of Health Sciences at Northeastern serve as Co-Principal Investigators.



To learn more about Healthy Kids, Healthy Futures: <http://www.northeastern.edu/healthykids/>
<https://www.youtube.com/watch?v=AdaBgxSVPUc&feature=youtu.be>



One of HKHF's cornerstone programs is Family Gym, a free weekly play program for Boston families with young children. The primary goal is to create an environment that encourages young children and their families to be active together. Family Gym was developed in response to the need for safe, accessible play space in neighborhoods where such opportunities are limited and the cost for existing programs poses a financial barrier. Family Gym is held on Saturday mornings from 10:00am-11:30am at BCYF's Recreation Center at Madison Park, located in Roxbury and the newest location, the Blackstone Community Center in the South End. On Saturday mornings, the gym is packed with over fifty caregivers and children shooting baskets, doing Zumba, playing parachute games, running through obstacle courses, and having a great time being active!

Dr. Jessica Hoffman, Co-PI, along with Dr. Carmen Sceppa, shares here her experience with the "Healthy Kids Healthy Futures Program" aimed at preventing early childhood obesity by supporting health-promoting environments where young children live, learn, and play.



HKHF is a multi-component, multi-setting community-based initiative that is aimed at preventing early childhood obesity by supporting health-promoting environments where young children live, learn, and play. Founded in 2009, HKHF is funded by Northeastern University and Boston Children's Hospital, and partners with the Boston Centers for Youth & Families (BCYF) and Action for Boston Community Development (ABCD), Inc. Head Start and Children's Services to provide programming, education and training in the Fenway, Mission Hill, Jamaica Plain, Lower

Since 2009, 176 Northeastern students have worked with the Family Gym program, contributing more than 5,000 hours of their time, and reaching over 1,300 caregivers and children. HKHF would like to acknowledge the current and past school psychology students who have made important contributions to the Family Gym program, including Matthew Dubois, Diana Bell, Casey McPherson, Colin Cox, Timothy McIvor, Kristin Holborn, and Sarah Johnson.



Teaching Practices Portfolio



In this interview, Dr. Mariya Shiyko discusses her experience in teaching students to applied psychology graduate students using a three stage model: 1. Anxiety reduction; 2. Building real life relevance; 3. Theory and practice.

AP: Counseling and school psychology is a process-oriented program, while statistics is considered a hard science. How do you deal with teaching this often anxiety-provoking subject?

MS: I didn't grow up dreaming of becoming a statistician. In fact, I was in love with Russian and World history and completed my BA and MA in Pedagogy, History and Law. Only after moving to the US, did I enroll in a Quantitative Psychology program; and my first adviser, Dr. David Rindskopf, was the most caring and talented teacher, who made statistics fun and relevant to real world problems while also technical and detail-oriented. I had always been good in math, but this new field empowered me and showed me that everything was possible. I work in the field of statistics because I am interested in understanding human behaviors, and I want to have the right vocabulary and good-quality tools that can help me answer important questions.

This personal experience helps me to relate to students. First, I believe in my students and their potential to succeed. I strive to provide guidance and emotional support, since for many this is the hardest course they will be taking in a graduate school. The goal of the first few classes is to reduce anxiety while maintaining high teaching standards; and I use many tools for that: chocolate, music, jokes, you tube videos, meditation. Second, I build an explicit connection between statistics and real-

life problems through relevant examples, references to students' experiences and interests. Once that application is clear, more in-detail theoretical knowledge can be taught. Third, I provide ample opportunities for practice of key skills: data analyses, result interpretation, and a formal writing-up of results and findings. The focus is on the applied set of skills (rather than proving theorems) that would be of most relevance to being an educated consumer of research and being able to carry out quantitative research.

AP: Why are statistical skills important?

MS: Statistical skills are important on several levels. Since Western society is oriented towards evidence-based facts, it is important not to be gullible about publicly disseminated information that is often a loose interpretation of the science behind it. For our students, obtaining a graduate degree (MA or PhD) sets societal expectations of understanding the science and even generating evidence-based knowledge. The most successful scientists I've met in my life had a very strong set of methodological skills, because it connected their innate curiosity about the world with knowledge of how to go about gathering high quality evidence. Statistics and research methods are essentially tools that translate our curiosity into a specific way to generate knowledge.

AP: What pedagogical techniques do you find helpful in teaching statistics?

MS: I strive to highlight the connection between questions that we are interested in as humans and statistical tools that help us answer those questions. In all classes, the material is presented within a problem-based approach, in which a particular research question (e.g., comparing blood pressure of men and women) motivates the presentation of statistical concepts and theory. My goal is to demonstrate the usefulness of all statistical methods and their applications towards specific students' interests (e.g., studying effects of maternal depression on children's development, examining predictive validity of GRE scores on graduate school performance). In the process, I utilize several studying aids (e.g., power point presentations, class blackboard, discussions) to relate to different types of learners. Further, I build on students' innate capacity to stay curious when they are motivated by a specific problem or when there is a cognitive dissonance. That is achieved through discussions, small exercises, and a Socratic way of posing questions rather than presenting answers.

Finally, over the course of two semesters, I strive for students to develop a statistical intuition. That is achieved through developing *understanding* of the material rather than rote learning, applying knowledge learned in class to examples that are more challenging and require critical thinking, and developing the ability to acquire and evaluate statistical information independently. Over the sequence of two

courses (Intermediate and Advanced Statistics), we cover a broad range of topics from the basics of hypothesis testing through to advanced multilevel and structural equation modeling. While some topics are not covered in-depth, students receive theoretical foundations which can be built upon in the future.

AP: How demanding are courses on students?

MS: Based on student reports, the courses are quite demanding. Most students score them at "5" on the 1-5 level and report spending anywhere from 2 to 12 hours per week preparing and completing the assignments. The amount of weekly preparation depends both on the previous level of experience and topic difficulty. As part of the course, students complete weekly assignments that involve analyses of data, and a write-up of results and interpretation. I found these weekly assignments to be one of the most successful components of the course. Learning statistics is like learning a new language, and weekly practice is essential for becoming comfortable in navigating the software, building the statistical vocabulary, and understanding statistical outputs. I provide extensive feedback weekly, commenting on students' language, write-up structure, discernment of relevant information amidst extensive outputs, and result interpretation.

In addition to weekly assignments, students carry out a research project, collecting their own data, formulating research questions, compiling questionnaires, analyzing data, writing a brief research paper, and presenting in a conference-like environment. This project is a course culmination, where students apply all their acquired skills and self-reflect on their progress.

AP: Any last thoughts?

MS: I enjoy teaching in such a diverse environment and continue developing as a teacher because of students' continuous feedback and communication. While I do teach the subject of statistics, I hope that in addition there is an opportunity to build several important qualities. Because of the demands of the subject and a mix of student backgrounds and experiences, the learning environment stimulates development of patience towards oneself and others, tolerance of opinions of others, collaboration, ability to make mistakes and recover from them, and self-empowerment.

History Corner

A Brief History of The Department of Counseling and Applied Educational Psychology (CAEP)

By Dr William G. Quill



The first Department chairperson was David Cook, who was formerly the Director of the Northeastern Counseling and Testing Center. He was the sole faculty member in the newly established department and because of the recently instituted provision of the National Defense Education Act (NDEA) to expedite Government paid certification training of secondary school guidance counselors, David was overwhelmed by a large number of public school teacher applicants. Notably, moreover, he had no previous public school teaching or counseling experience! Dave, who was known for his “can do” attitude and boundless optimism, within a year hired Bob Read, a seasoned Newton, Massachusetts high school English teacher and ABD in School Counseling at Boston University, as the second faculty member.

Despite the fact that there were well-established, very reputable masters, CAGS, and doctoral

Dr Quill earned a BS from the Massachusetts State College and a MEd and EdD from the University of Massachusetts in Amherst. A specialist in counseling psychology, he is the author of Subjective Psychology: A Concept of Mind for the Behavioral Sciences and Philosophy, other publications in theoretical psychology and philosophy of science and most recently the book Quantum Image and Mental Event. Dr Quill has been associated with the Department since 1968.

In the late 1950s, The School of Education was established at Northeastern to help address the growing demands upon public and higher education resulting from the intensifying Cold War. The Russian launching of Sputnik was a conspicuously notable triggering event that roused the American public’s concern particularly with regard to mathematical and scientific education. Northeastern’s reputation notably in engineering and technology, its sympathetic admission policies, modest tuition cost, and ease of access for commuting students rendered it a particularly appealing university for students from so-called blue-collar families. One of the principal challenges facing public and higher education in the 1950s was in persuading many more students to enter technological fields rather than pursue traditional liberal arts curricula in college. Thus, the School Guidance program was instituted at Northeastern, first as a four-course certification concentration, and several years later as a master’s degree option in the College of Education in the mid 1960s. Needless to say, the Department of “Counseling” has evolved considerably over the past fifty years.

programs at Boston University, Boston College, and Harvard University, many employed public school teachers flocked to Northeastern for various pragmatic reasons; largely, because there was abundant nearby parking, they could do practicum work during the summers at the school where they were employed, and the NDEA paid for their four course certification. Again, to accommodate the rapidly increasing part-time student enrollment and growing need for specialized courses, several additional faculty members were hired. Most notably, Tom Harrington was employed to teach psychometrics and vocational/career development, and in subsequent years, Tom became a major contributor to research on self-directed career choice. Also, because of Tom’s deep interest in vocational/career development and student higher education services, generally, he developed a master’s degree program in Higher Education Counseling and Student Services. In a short time, both the new masters programs in School Guidance, and Higher Education Counseling and Student Services became very popular in the Boston area and were well enrolled. Structurally in many respects, they nicely complemented one another because of

courses that they shared in common, thus reducing Department operating costs.

In the mid 1960s and '70s there was a new “mental hygiene” movement developing throughout the nation to “deinstitutionalize” state-run mental hospitals. The initiative to deinstitutionalize and hence develop alternative, community based mental health facilities, offering health maintenance, group-home living accommodations, and vocational training and placement was particularly active in Eastern Massachusetts and of course Boston. Simultaneous with this significant metamorphosis in the structure of the mental health system, the field of counseling psychology was beginning to expand its professional purview from counseling and testing centers to working increasingly in mental health facilities. With emerging mental health theories and methods moving away from traditional “medical model” procedures, now based on re-education, humanistic, and general systems psychological and sociological practices, new graduate education opportunities began to arise for guidance and counseling psychology programs throughout the nation. These programs were typically situated in Colleges of Education. David Cook and his colleagues began to become interested in expanding the Counseling Department program options to include Community Mental Health Counseling. To this end, Bill Quill was hired in 1968 to develop this new programmatic venture. Again, as with the previous programs, the initiative was very successful and within five years, master’s degree and CAGS options were available, with over 125 students enrolled in the composite programs.

By the mid 1970s, the area of Elementary School Guidance was gaining attention in public school counseling and Barbara Okun was hired to develop this area and to augment other guidance and mental health curricula with her expertise in family counseling. She later expanded her departmental role by becoming chairperson when David Cook took a faculty position in Wisconsin.

At the close of the 1970s decade two events occurred, which were to profoundly affect Northeastern and the College of Education, generally, and in a more specific fashion, the Counseling Department. After several decades of soaring enrollments at Northeastern (all programs combined at the University by the mid '70s numbered 45,000 students!) a precipitous decline in enrollments ensued. The reasons for this were basically twofold: first, there was a sharp decrease in high school graduates at that time, and secondly, the Boston Campus of the University of Massachusetts was newly opened, capable of accommodating 10,000 students. These events quickly depopulated the College of Education of many students, rendering it financially untenable as a separate college. It was subsequently incorporated into the College of Liberal Arts.

The Counseling Department was not immediately affected by these events for it did not have undergraduate students. A year later, the

Department was moved to the Bouvé College of Health Sciences. This organizational relocation, however, did not address the central problem facing the Department. The Community Mental Health master's and CAGS programs accounted for two-thirds of the Department's enrollments; hence, several additional events pushed the Department into more dire straits. Because of the ideological and professional boundary disputes in the mental health field among psychiatrists, clinical psychologists, counseling psychologists, and licensed mental health social workers were becoming so contentious, compounded at bottom by the competition among these factions for 3rd party health insurance reimbursements, movements to establish professional training standards became activated. The American Psychological Association (APA) began to work in conjunction with newly instituted state licensing boards to designate criteria for psychological licensure at the doctoral level. Thus, with regard to graduate education, appropriate course work, specified field practicum supervision, and appropriate program titling became fundamental requisites for licensure.



By the mid 1970s, in light of the preceding events described above, Bill Quill as Program Director had anticipated the upgrading of standards for doctoral Education by APA and The Massachusetts Board of Registration of Psychologists and proactively devised a doctoral curriculum that would meet Massachusetts and APA standards. It was evident that the growing decline in Community Mental Health enrollments was in part at the time due to the simple fact that many potential, well-qualified applicants did not want to attend a graduate program that offered only terminal CAGS certification. They applied instead to other local institutions such as BU, BC, or Harvard.

The multiple year effort required to gain approval of the proposed new doctoral curriculum by the Bouvé College proved arduous, indeed. The major opposition to the new program came from two sources: first, from within the Counseling Department, itself(!), and secondly, (and not unexpectedly) from the Northeastern Psychology Department. The latter's objection was based upon the Counseling Department's usage of the word Psychology in any of its program titles. This usage, they argued, was the exclusive right of the Psychology Department. After five years of intense opposition, the program was finally approved at Northeastern by the decree of the University's Provost. Most importantly, in the final analysis, graduates of the program were able to obtain state licensure as psychologists. Subsequent enrollments in the newly renamed Counseling Psychology programs, however, only recovered to roughly 50% of their previously highest number. After a decade

and a half of unrestrained graduate masters level counselor training throughout the nation, the field had become saturated with therapeutic psychologists and mental health workers of all persuasions.

Historically, it may also be noted that during the five year struggle to get the doctoral option approved by Northeastern, Bill Quill also had been negotiating with the newly constituted, fledgling Massachusetts Professional School of Psychology (MSPP) to join with the Counseling Psychology Department to offer a conjoint Psy.D program in the event that the Ph.D. option was not approved. The internal strife and delay at Northeastern, however, proved to be too disquieting for the MSPP to persist with the venture and it decided to become the independent institution that it is today.

During the late 1970s and 1980s, a second generation of faculty joined the Counseling Psychology Department to better address the growing national movements in civil rights, the women's movement, and cultural diversity. Among the initiating proponents of these issues – who are of course still with Department – are Mary Ballou, Chieh Li, and Tracy Wood-Robinson. They all have added measurably in developing specialized courses and promoting Department-wide conceptual and practitioner awareness of these issues in all programs. Also, they and other colleagues have made important contributions to doctoral program development since the 1990s.

Also, as a major facet of this second stage of Departmental development, Lou Kruger, working with Chieh Li, and Jessica Hoffman, and now retired Ena Nutall instituted the School Psychology masters, CAGS, and doctoral programs which have become a mainstay of the Department to the present.

This period in the Department's history was also highlighted by the regeneration of the College Student Development and Student Services program by Vanessa Johnson who expanded its educational purview well beyond the traditional focus upon university counseling and testing centers. The curriculum has evolved into all sectors of contemporary student services, enjoys significant numbers of annual enrollees at the masters level, and has an excellent array of practicum placements with paid assistantships in the Boston area for most students.

Similarly during this period, Karin Lifter developed curricula in Early Childhood Education offering both a certification and masters program, and providing service courses to other Department programs such as Counseling and School Psychology. Finally, during this second period of development, a substantive program in Behavioral Analysis was instituted by adjunct faculty and has been well received by students over the years in this specialized method of behavior change.

Bill Quill, upon leaving the Counseling Psychology program developed a master's program, inaugurated years before by Tom Harrington, in Human Resources Psychology operated in conjunction with the Northeastern University Graduate Business School. The program flourished for a decade until its termination in 1995, when Bill subsequently began working with and then directing

the School Counseling Program subsequent to Bob Read's retirement.

The final phase of this second stage of Departmental development was characterized by Manny Mason's arrival to Northeastern as a new Department Chairperson. Under his skillful leadership, then disparate master's programs were reorganized around a central, commonly shared core of courses to facilitate better usage of academic resources and decrease Departmental operating costs. Also, during this time, the two existing doctoral curricula were further modified to better meet APA standards and subsequently consolidated again into one doctoral program with two specialized concentrations, one in Counseling Psychology and the other in School Psychology.

What could be conceived as the third developmental stage of the Department of Counseling and Applied Educational Psychology roughly corresponds with President Aoun's initiative to propel Northeastern into an upper tier national and global higher education institution. This is to be achieved, essentially, by hiring both young, highly talented faculty/researchers who display great promise, and seasoned, distinguished researchers who have established histories of programmed research. In view of the superior faculty hired by the Department in the past half-decade, it appears assured that the ambitious vision of President Aoun for institutional excellence will be achieved.

In closing, I have focused solely on a brief survey of some of the earlier formative factors that have brought the Department to its presently impressive state. I leave it to others to do greater justice to the more recent and future states of evolution that the Department will surely undergo



Northeastern University
Bouvé College of Health Sciences

An Interview With Dr Barbara Okun



Dr. Okun joined our Department in 1970. Her research interests include lifespan development, behavioral medicine, psychotherapy theory and practice, gender and diversity psychology, family therapy theory and practice. She holds an appointment at Harvard Medical School and Cambridge Hospital. She has two co-authored books published in 2011: *Saying goodbye: How families can find renewal through loss* and *Conceptual and treatment planning for effective helping: Interviewing and counseling techniques* was also recently published. She has authored, coauthored and edited many books, including *Psychotherapy with women: Exploring diverse contexts and identities; Understanding diverse families: What practitioners need to know; Understanding diversity; Effective helping: Interviewing and counseling techniques* (7th ed.); *Family therapy and school related problems; Seeking connections in psychotherapy; and Intimate environments: Sex, intimacy and gender in families*.

On the occasion of her retirement party she gave us the following interview about the past and future of our department.

AP: What brought you to Northeastern?

BO: In May, 1970, I received my doctorate in counseling psychology from Northwestern University and had a full time teaching position at Lake County Community College. Shortly thereafter, my husband received an impossible-to-turn-down job offer in Boston and all of my plans were upturned. I contacted every private school, college and university in the Boston area to seek a job counseling or teaching. It was a time where jobs were few. The Director of Career Services at Wellesley College (where I had done my undergraduate work) suggested I meet with David Cook, the chair of the Department of Counselor Education in the College of Education at Northeastern. Dave and I clicked immediately and I joined the four man department in the fall of 1970 part time and full time in 1971. I became chair in 1976 when Dave left and helped the department develop from a school-based guidance model to a community mental health (spearheaded by Bill Quill) and then to a counseling and school psychology model.

AP: What would say were your main contributions to Northeastern?

BO: I feel as I have grown with the department as the world and field of mental health as evolved. As chair, I helped bring in new, diverse faculty and co-developed the school psychology program. After I resigned as chair, I devoted my energies to developing our participation in a college-wide administrative doctoral program which evolved in the development of our combined doctoral program. I developed several graduate level courses in family counseling and life span development and I initiated and spearheaded the development of the college-wide Healthy Aging graduate certificate program. Perhaps my greatest contribution was as Director of Training of the combined doctoral program when Will Sanchez and I organized clinical site training directors as well as our counterparts from other doctoral programs into a committee to promote quality training programs – this committee is now the Massachusetts

Psychology Association Training Program. This community effort enabled us to develop first tier APA internship sites for our doctoral students and we have been fortunate in maintaining these connections.

I hope that my professional development – as the author of major text and professional books – as well as my Harvard Medical School affiliation have enhanced my teaching and mentoring as well as exposure for the department.

AP: Any suggestions or future directions?

I'm thrilled with the leadership of this department and the new directions as evidenced by the department strategic plan and the new hires. My hopes are continued program development that integrates all aspects of health care delivery. I feel good about leaving the department on such a progressive trajectory. I do hope, however, that the present trend towards research does not minimize the need for excellent clinical coursework and supervision.

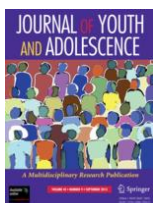


Research News

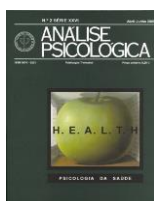


Recent Faculty Publications - April 2014

Rodgers, R.F., Paxton, S. J., & McLean S. (2014). A biopsychosocial model of body image concerns and disordered eating in early adolescent girls. *Journal of Youth and Adolescence*, 43, 814-823.



Gonçalves, O. F., Sampaio, A., Mesquita, A., Petrosyan, A., Pinheiro, A., Carvalho, S., Leite, J., Coutinho, J., Osório, A., & Oliveira-Silva, P. (2014). A psicologia como neurociência cognitiva: Implicações para a compreensão dos processos básicos e suas aplicações [Psychology as cognitive neuroscience: Implications for the understanding of basic and applied processes]. *Análise Psicológica*, 32, 3-23.



Shiyko, M.P., Naab, P., Shiffman, S., & Li, R. (2014). Modeling Complexity of EMA Data: Time-Varying Lagged Effects of Negative Affect on Smoking Urges for Subgroups of Nicotine Addiction. *Nicotine and Tobacco Research*, 16 (S 2), S144-150.



Recent Faculty Awards and Honors

Dr. Christina Lee won the “2014 Kenerson Faculty Award”



Dr. Christina Lee was the “2014 Kenerson Faculty Award” Recipient for her outstanding contributions to both community and research in the urban community. This award is offered to a Bouvé faculty member who has shown a commitment to improving the health of people in the urban community through interdisciplinary research and teaching activities.

Kenerson Award Statement by Dr Lee

“The Kenerson Faculty award is given to individuals who have improved the health of urban communities. I am honored to receive it this year because of Northeastern’s strong tradition in community service. Since 2012, I have worked with clinicians and administrators at the South End Community Health Center to establish a program in Integrated Behavioral Health (IBH). To accomplish this, I set up parallel training tracks: one for the SECHC Primary Care Providers and Behavioral Health Clinicians, and a second, seminar-based training to introduce psychology interns to the principles of Integrated Care.

It took us a few years, beginning in 2012, to plan the Integrated Behavioral Health (IBH) Program. We started formally training our first IBH cohort in September 2013. Clinicians and psychology interns began seeing IBH patients November 2013. Since then, the IBH program has screened and helped over 500 patients. The providers’ response has been very positive and appreciative of our efforts. In particular, they really like having someone to help them with patients who have mental health issues related to their poor physical health. The wide range of referrals include: patients who need help with weight management, to recent immigrants suffering from post-traumatic trauma.

The success of the IBH program is due to the hard work of our psychology interns this past year, Heather Bennett and Atsushi Matsumoto. They are commenting on their own experiences later in this newsletter. As the newly appointed Director of the Integrated Behavioral Health Program, I speak for the administrative team (Drs. Daniel Simpson, Primary Care, Dr. Ray Walden, Vice-President of Behavioral Health, Dr. Alexander Young, IBH Program, and Dr. Laurie Goldman, R.N., Psy.D., Director of the Psychology Training Program) when I say that Heather and Atsushi were outstanding in learning the IBH model and becoming successful members of the inter-professional team! They really helped to establish the new model. We are hoping to

have Heather continue with us during the summer, to further refine our IBH training model and delivery system.

With the Kenerson award money, plans are to measure behavioral outcomes as a result of the IBH. For example, a key metric is to figure out whether using IBH cuts down on the time to wait for specialty mental health. Everyone knows that the follow-up rate to see a mental health provider after referral, is very low, and retention rates average one visit. We want to see whether cutting down on the time between referral to seeing IBH, results in better follow-up to specialty mental health and better retention. We also are exploring the cost savings as a result of the IBH model.

The SECHC is so appreciative of the support from Northeastern University. They have expressed it to me directly! As a busy faculty member, I must say that the time volunteering is well worth it. There is something so gratifying about sharing education and training directly with people. I am inspired by the hard-working clinicians I’ve met. It has been a real highlight of my year.

We hope to continue collaborations with the SECHC, not only to ensure the IBH success and growth as a program, but to explore possible training and research opportunities. If anyone is interested in learning Integrated Care working with an Inter-professional team, please let us know. We have accepted our psychology intern class for Fall 2014-2015, but there are openings for 2015. As always, research volunteerism is always welcomed. Janelle Alaibiso, who is beginning her Phd (Counseling) with us in 2014, will be heading research efforts at the SECHC and will be a key contact. Janelle comes to us from the Veterans Hospital in Boston, MA, and has already worked in integrated settings.

The South End Community Health Center (1601 Washington Street, Boston) is a very short, pleasant walk away. It is conveniently located near public transportation and is next to a great bakery, Flour. Please come visit us!!”



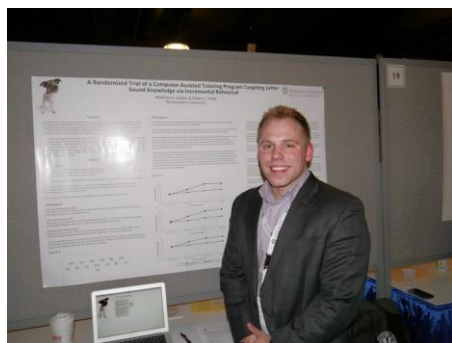
Students' Corner

Students' Publications



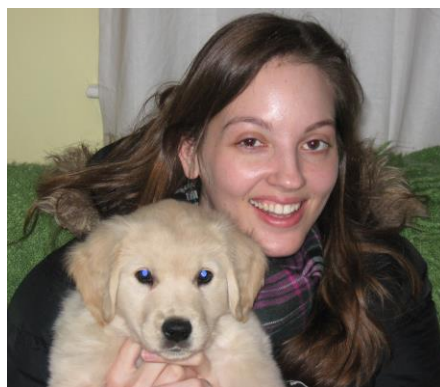
Brandon Frank, MS Counseling Psychology Student

Gonçalves, O. F., Soares, J. M., Carvalho, S., Leite, J., Ganho, A., Fernandes-Gonçalves, A., Frank, B., Pocinho, F., Relvas, J., Carracedo, A., Sampaio, A. (in press). Brain Activation of the Defensive and Appetitive Survival Systems in Obsessive Compulsive Disorder. *Brain Imaging and Behavior*



Matt DuBois, PhD School Psychology Student

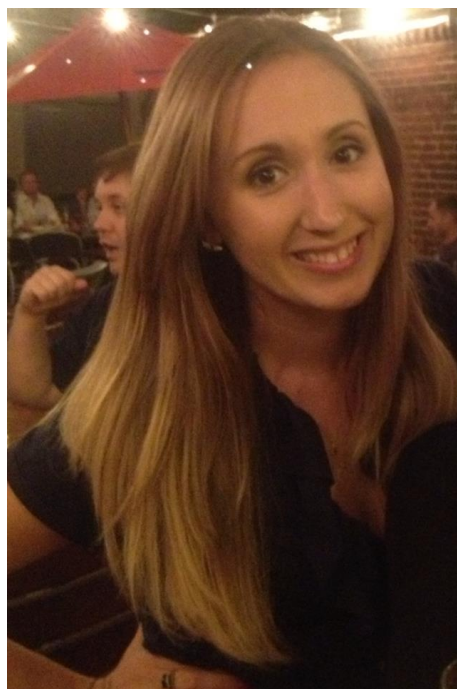
Castaneda-Sceppa, C., Hoffman, J. A., Thomas, J., DuBois, M., Agrawal, T., Griffin, D., Bhaumik, U., Healey, C. L., Dickerson, D., Nethersole, S., & Wirth, C. (in press). Family Gym: A Model to Promote Physical Activity for Families with Young Children. *Journal of Health Care for the Poor and Underserved*.



Pamela Naab, PhD Counseling Psychology Student

Shiyko, M.P., Naab, P., Shiffman, S., & Li, R. (2014). Modeling Complexity of EMA Data: Time-Varying Lagged Effects of Negative Affect on Smoking Urges for Subgroups of Nicotine Addiction. *Nicotine and Tobacco Research*, 16 (S 2), S144-150.

Students' Awards

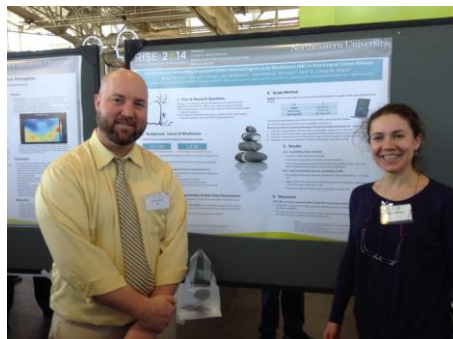


Elian Roberts, MS Counseling Psychology Student was the recipient of Kenerson Graduate Student Award, 2014

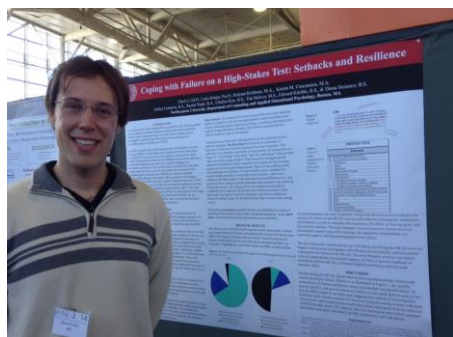
Elian Roberts, Kenerson Award Statement

"I have been lucky to be exposed to and work with many people within our urban community to improve mental healthcare. For the past year and a half, I have served as a medical advocate for the Boston Area Rape Crisis Center to accompany survivors of sexual assault to Boston area emergency rooms. The complexity of every person's story and the triumphs, losses, and resilience I see on a weekly basis inspires me to dedicate my life to serving the mental health needs of those less fortunate than me. While in the MSCP program, I have had the pleasure of working with Dr. Christina Lee in the Motivational Interviewing Health Disparities lab. Our current mission is to try to improve the delivery of empirically-based treatments, in this case, Motivational Interviewing, to Hispanic-Americans living in the urban community, who drink at hazardous levels. To accomplish this work, I have helped to conduct the study with participants at the South End Community Health Center, in Boston, MA. We are excited to disseminate our findings at the Society for Behavioral Medicine Conference this month and at the American Psychological Association Annual Meeting this August. Additionally, I completed my clinical practicum at Neponset Health Center and had the opportunity to work with many clients within the local urban community. Through my exposure to local healthcare needs, I became interested in and plan to work with Dr. Lee on her pilot study to develop phone-based interventions with individuals living with HIV. Improving urban mental healthcare is an ongoing journey that I am grateful to be a part of."

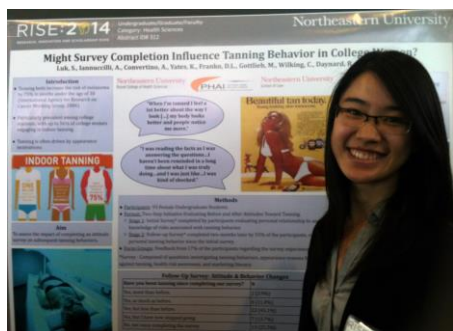
Students' Presentations



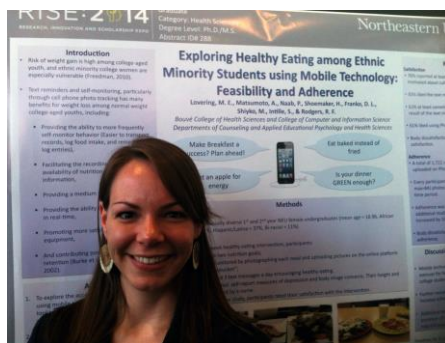
Siembor, B.*, Shiyko, M., Burkhalter, J., Green, P., Park, B.J., & Smyth, J.M. *Using Ecological Momentary Assessment (EMA) Methodology to study Mindfulness (MF) in Post-Surgical Cancer Patients.* Poster presented at Northeastern's Research, Innovation, and Scholarship Expo (RISE) Conference, Boston, MA. April 2014



Li, C., Kruger, L., Krishnan, K., Concannon, K. M., Cameron, A., Ruah, R., Kim, C., Mclvor, T, Kimble, E., & Stoianov, D. (2014). *Coping with Failure on High-Stakes Tests: Setbacks and Resilience.* Poster presented at Northeastern's Research, Innovation, and Scholarship Expo (RISE) Conference, Boston, MA. April 2014



Luk, S., Iannuccilli, A., Convertino, A., Yates, K., Franko, D.L., Gottlieb, M., Wilking, C., Daynard, R. & Rodgers, R.F. *Might Survey Completion Influence Tanning Behavior in College Women?* Poster presented at Northeastern's Research, Innovation, and Scholarship Expo (RISE) Conference, Boston, MA. April 2014.



Lovering, M. E., Matsumoto, A., Naab, P., Shoemaker, H., Franko, D. L., Shiyko, M., Intille, S., & Rodgers, R. F. *Exploring Healthy Eating among Ethnic Minority Students using Mobile Technology: Feasibility and Adherence.* Poster presented at Northeastern's Research, Innovation, and Scholarship Expo (RISE) Conference, Boston, MA. April 2014.

Students' Internships

Three current School Psychology PhD students will be on internship in the fall:



Jacquelyn Briesch: Devereux Massachusetts, Rutland, MA



Brian Daniels: The May Institute Randolph, MA



Matt DuBois, The Milton Hershey School, Hershey, PA

Three current Counseling Psychology PhD students will be on internship in the fall:



Seth Perkins—Hutchings Psychiatric Center, Syracuse, NY



Esther Frogel—University of Houston- Clear Lake, Houston, TX



Monica Torreiro-Casal-Santa Clara University, Santa Clara, CA

Going Global

Hosting International Scholars

Siân McLean, Visiting Scholar



Siân McLean is a Visiting Scholar in Applied Counseling Psychology from Melbourne, Australia. Her research interests coincide with those of Drs. Debra Franko and Rachel Rodgers, and center around the development of sociocultural models of body image dissatisfaction and disordered eating and evidence-based prevention interventions. Siân McLean is affiliated with the Body Image and Disordered Eating Research Lab in the School of Psychological Science at La Trobe University Melbourne, where she works with prof. Susan Paxton, and is the recipient of the Lorraine and Bruce McKenzie Ph.D. Scholarship - Mental Health of Young Australians from Australian Rotary Health.

During her stay, Siân McLean and Drs. Franko and Rodgers attended the International Conference on Eating Disorders (ICED) in New York, where Siân presented some of the work resulting from their ongoing collaborations. We hope to see Siân again in Boston soon, in particular in the context of next year's ICED conference in Boston!



Northeastern University
Bouvé College of Health Sciences

Zlatina Kostova, Visiting Research Scholar



Zlatina Kostova, was a visiting Research Scholar in the Bouvé College Department of Health Sciences, during the Spring 2014 semester. Zlatina Kostova is a health psychologist, affiliated with the Institute of Health Communication at the University of Lugano (Switzerland) where she is finishing her PhD in Health Communication. She is collaborating with Irina Todorova, who is a member of her Doctoral Committee. Zlatina Kostova has attended many CAEP events, audited courses with she engaged with actively, and interacted with colleagues from the Department during her semester at Northeastern. During her doctoral studies she has worked on a project investigating the process of acceptance and the role of the social support among patients suffering from chronic pain. Zlatina Kostova worked on conducting online interventions, designing an online interactive tool (www.oneself.ch) that provides chronic pain patients with social support to help manage their disease. She is a licensed psychologist in Italy, where she graduated from the University of Bologna having specialized in Clinical and Community Psychology. Her Masters' thesis focused on cross-cultural investigation among Bulgarian and Italian adolescents, exploring their risk behaviours and protective factors. Zlatina Kostova is a member of the Italian Psychologists Association and of the European Health Psychology Society (EHPS). Both her PhD work in Switzerland and her research stay here at Northeastern University were funded by the Swiss National Science.



Department Colloquia Series



April 2014

Laura Dudley, M.S., BCBA - Experimental Functional Analysis of Problem Behavior in a School Setting, April 3rd, 2014



Laura Dudley is a Board Certified Behavior Analyst (BCBA) who has worked in the field of Applied Behavior Analysis for the past 20 years. She began her career working at The New England Center for Children (NECC), a private residential school serving children with autism and other related disabilities. While at NECC, Laura co-created the Autism Curriculum Encyclopedia® (ACE), a world-renowned online curriculum for individuals with autism. Laura now designs, develops, implements, and monitors quality programs for children with autism and related disabilities within public school systems in Massachusetts. Laura earned her Master of Science degree in Applied Behavior Analysis from Northeastern University. She is a part-time lecturer in the Applied Behavior Analysis programs at Northeastern University and Simmons College. She has mentored numerous Master's level students pursuing their BCBA. Laura is currently completing her Doctoral Degree in Applied Behavior Analysis through Simmons College.

Research Training Series



April 2014

John Griffith, Ph. D. - Writing a Successful Grant Proposal. April 23, 2014



In this seminar, Dr. Griffith, Associate Deand for Research in *Bouvé College of Health Sciences* showed new investigators how to plan, develop, and write a strong grant proposal. The focus of the seminar was on sources of funding, types of funding mechanisms, the grant application process, effective ways to prepare and write a grant application, and resources at the Bouvé College and the University. Examples were primary for NIH funding opportunities including training programs (e.g. the NIH F31 predoctoral fellowship.) The workshop was offered through the Bouvé College Office of Research (BCORe) and the Department of Counseling and Applied Education Psychology (CAEP).

Alumni & Adjuncts' Corner

An Interview with the Alumna Dr Mari Janikian



Mari Janikian, Ph.D. / School & Counseling Psychology PhD Program 2007. Dr Janikian is an Assistant Professor at the American College of Greece. She is a staff psychologist and scientific collaborator of the Adolescent Health Unit at the University of Athens Medical School. Dr. Janikian earned her undergraduate degree at Deree College (Athens, Greece) and completed her graduate studies at Northeastern University (Boston, MA). Dr. Janikian completed her postdoctoral fellowship at Cambridge Health Alliance (CHA)/ Harvard Medical School, with a specialization in child and adolescent acute services. Her primary research interests lie broadly in the area of dysfunctional Internet behaviors among European adolescents. She was one of the main researchers in the recent EU NET ADB research project funded by the European Commission (Safer Internet program). The culmination of her scientific collaborative works has been published in scientific international peer-reviewed journals and has been presented in both regional and international scientific conferences.

AP: What was your experience as CAEP student?

MJ: Coming to Boston in 2000 from Athens, Greece, I was really excited to join the department of CAEP, initially completing the MS program in Applied Educational Psychology, followed by the CAGS in School Psychology and finally the Ph.D. program in School/Counseling Psychology. My years in the department provided me with a thoroughly engaging training experience. The program's faculty demonstrated a consistent commitment to our overall development, imparting effective counseling skills, modeling compassionate concern for clients, and inspiring relevant, meaningful research. What's more, the faculty created a welcoming, collegial environment that helped me adapt to a new cultural and educational context. Not only did I receive superb

academic training at CAEP, I also had the opportunity to obtain a wide range of clinical experiences – including externships at leading integrated health care environments (e.g. Martha Eliot Health Center, Massachusetts Mental Health Center) and public school settings. My training was concluded with an internship at the Center for Multicultural Training in Psychology (CMTP), gaining valuable expertise in culturally competent practice of professional psychology.

AP: Please let us know about your current work and how valuable was your training for your current position?

MJ: Reflecting on the time since I completed the combined School & Counseling doctoral program in 2007, I realize how fortunate I have been. My qualifications were of immediate benefit as I was offered a Post-Doctoral Fellowship in Clinical Psychology at Cambridge Health Alliance/ Harvard Medical School, specializing in children and adolescent psychology. I returned back home to Athens in 2008 and joined the faculty at the American College of Greece- Department of Psychology teaching both undergraduate and graduate level courses. In addition to my Assistant Professor position, I am also a scientific collaborator of the Adolescent Health Unit at the University of Athens Medical School. My current research interests include assessing the characteristics and predictors of dysfunctional Internet behaviors among European adolescents. I was one of the primary investigators in the EU NET ADB research project funded by the European Commission (<http://www.eunetadb.eu/en/>). The culmination of my scientific collaborative work has been published in scientific international peer-reviewed journals and has been presented in regional and international scientific conferences. I attribute much of my professional growth to my experiences at NEU and the very positive influence of several faculty members within the department of CAEP. My training prepared me more fully than I could have imagined for my work as a professor, clinician and researcher. In fact, in every setting I have encountered, I have felt that my professional training, with its strong emphasis on the scientist-practitioner model, has provided me with a distinct advantage.

AP: How you see the department moving since you left?

MJ: In my opinion, the department's strength lies not only in the breadth of content, research, and clinical training, but also in the vision it embraces, focusing on an ecological approach. I am delightful to see the program's continued emphasis on the scientist-practitioner model that provides students with the knowledge and skills to work effectively in either academia or clinical practice. I was captivated by CAEP's recent strategic plan, and especially the importance placed on international collaboration, which I consider very crucial as the department moves forward. Being an international alumnus, I would be more than happy to support CAEP towards this direction!

AP: Are there any additional reflections and thoughts you want to share with our faculty, students and fellow alumni?

MJ: In my experience, the department of CAEP provides students with the theoretical knowledge and fundamental skills to function as competent psychologists. Of course, practical understanding and expertise comes with further experience. I find this reality especially relevant when it comes to the practice of multicultural psychology. In the spirit of international collaboration, I would encourage students, faculty and fellow alumni, wherever possible, to explore their options with international practical experiences and training abroad. Stepping out of one's comfort zone may prove truly inspirational!



Northeastern University
Bouvé College of Health Sciences

DE (CENTERING)



Dr Maria Dolce Associate Professor at the School of Nursing and Chair of interprofessional initiatives at Bouvé College of Health Sciences, looks at CAEP

What is interprofessional education at Bouvé College of Health Sciences?

One of our strategic goals for Bouvé College of Health Sciences is to be the national model for interprofessional health education. Interprofessional education (IPE) occurs when students from two or more professions learn about, from and with each other to promote effective collaboration and improve health. Experiential learning is the cornerstone of effective IPE, and our distinctive programs in cooperative education, service-learning, and simulation-learning position Bouvé College at the vanguard for linking IPE to clinical practice. I am pleased to report that we are making great advances in IPE at Bouvé. Dr. Jamie Musler, Director of the Bouvé College of Health Sciences Arnold S. Goldstein Simulation Laboratories Suite, is leading interprofessional simulation experiences for students across the Schools of Health Professions, Nursing, and Pharmacy. With the recruitment of Dr. Jeanine Mount, Associate Dean for Undergraduate Programs, much is underway to assure that IPE is a core component of all of our undergraduate health sciences curricula. An important force in advancing IPE has been the iRISE (interprofessional Research-Innovate-Serve-Educate) initiative, a student-led interdisciplinary program that positions students as key drivers of IPE. Students across the health professions are teaming up in interprofessional ways to promote health and wellness, by organizing health fairs and other community outreach activities. I am excited to share that Bouvé College will deliver three presentations at *All Together Better Health VII*, the leading global interprofessional practice and education conference, on June 6 – 8th in Pittsburgh, PA.



What has been the collaboration of CAEP in advancing interprofessional education?

During the 2013-2014 academic year, I have had the distinct privilege to serve as Chairperson for the Bouvé College Interprofessional Research, Education, Practice (iPREP) Committee and work with an esteemed team of colleagues committed to IPE, including Dr. Christina Lee. Representing CAEP on the Committee, Dr. Lee and her passion for advancing integrative care models continues to be a major force in shaping the future of interprofessional learning experiences for students

at Bouvé College. In the Fall '13 semester, Dr. Christina Lee and I collaborated on a team-based simulation-learning session in the interdisciplinary course, *CAEP 6220 Seminar in Health Psychology: Motivational Interviewing in a Healthcare Setting*. We developed a standardized patient case for IPE simulation. The simulation case involved a patient with an oral-systemic issue in a primary care setting. Six students representing nursing, pharmacy, education, and CAEP participated in the simulation, where they were able to apply principles of motivational interviewing. The overall feedback from the students was very positive, and they particularly valued the experience of working together as a collaborative health care team. Several students expressed their intention to integrate oral health in their future practice.

CAEP students are also involved in the iRISE initiative and have participated in community service and outreach activities. For example, students across Bouvé, including Brandon Frank from CAEP, have been engaged with dental students from Harvard School of Dental Medicine in a community outreach program to the Wampanoag Tribe of Aquinnah on Martha's Vineyard. Our monthly trips to the Vineyard offer students the opportunity to learn about and from each other, and importantly, to develop a sense of cultural humility in addressing the health needs of this unique population. During oral health clinic visits, CAEP students have the opportunity to provide culturally sensitive health information, counseling and education to promote healthy personal lifestyle behaviors.



What perspectives do you see for our collaboration in the future?

Improving health and expanding access to care for millions of Americans will require strengthening the capacity of our health care workforce, as well as a fundamental shift in the education of future health professionals. The need exists to prepare our graduates with the competencies to provide patient-centered, team-based care and integrate all aspects of health, including behavioral and oral health, in comprehensive primary care. In 2013, we launched *Innovations in Interprofessional Oral Health*, a three-year program funded by the DentaQuest Foundation. The goal of this Program is to improve oral health across the lifespan by integrating oral health education across interdisciplinary curricula at Bouvé, and promoting oral health in primary care settings including community health centers and school-based programs. Oral diseases are highly preventable and share many common risk factors with several chronic diseases, such as poor diet, stress, poor personal hygiene, tobacco use, excessive alcohol consumption, and substance abuse. Evidence suggests that oral diseases are associated with systemic conditions, such as diabetes, obesity, and cardiovascular disease. The underlying mechanisms related to oral-systemic health are complex, with psychosocial and behavioral factors playing a major role. I see a vast window of opportunity for interprofessional collaboration with CAEP. Through appropriate education and training, behavioral health clinicians can make valuable contributions to the promotion of oral health and prevention of oral diseases. For example, behavioral health clinicians can provide counseling and education to promote healthy personal lifestyle behaviors. There also exists a need for robust research in oral health. A shared vision of achieving oral health equity presents a common ground for all health professions, and an opportunity to advance collaborative interdisciplinary research in this field.

Other News and Announcements

Project Play, research project by Dr Karin Lifter featured in Boston Children's Museum



"Boston Children's Museum works closely with researchers from local universities to conduct studies into child development, cognition and more; and to translate the latest studies and findings for the general public in order to make a positive impact on parenting practices. We will periodically publish articles from these researchers about their work, their reflections and themselves. As part of our continuing series sharing details about research happening at Boston Children's Museum, Karin Lifter, PhD from Northeastern University shares below some information about her research at the Museum"

<http://bostonchildrensmuseum.wordpress.com/2014/04/03/project-play-research-at-boston-childrens-museum/>

Dr Barbara Okun conducted a two day training workshop for Latina pastoral counselors on the border of Texas and Mexico



Dr Mariya Shiyko presented a talk at Museum of Science on the science around the consequence of phone use in children and adolescents



The Museum of sciences organizes public talks that draw scientists and the public together in a discussion about a controversial topic. On this particular occasion, the focus was on "whether restrictions on mobile device use among children should be imposed and if so what kinds of restrictions might be appropriate."

Dr Jessica Edwards George (with Dr Gonzalo Bacigalupe), conducted two workshops at the New England "How the Gluten Free Diet Affects Families"



Dr Irina Todorova, Clinical Associate Professor Department of Health Sciences with a joint courtesy appointment at our Department was the Guest Editor of Special Section of the International Journal of Behavioral Medicine and Guest Co-editor of a Special Series in the British Journal of Health Psychology

