

# Ψ CLINICALLY SIGNIFICANT

The University of North Carolina at Chapel Hill

VOLUME 8 • 2020 & 2021 EDITION

## UPDATE

## FROM THE DIRECTOR OF CLINICAL PSYCHOLOGY

**PHOTO:** An in-person meeting in the thick of the pandemic in December 2020 – outdoors, masked, and 6 feet apart.

**L to R:** Ale Miller (5th year), Anna Bardone-Cone (faculty), and Emily Walsh (3rd year).

As one of many testaments to what a hard year 2020 was, voilà the arrival of the 2020 newsletter more than halfway through 2021! However, now that it has finally arrived on your screen, we hope you enjoy perusing it. We took a different tack this year, using more of a “features” approach and Q&A formats as a way for you to learn about what the students and faculty in the program have been active and engaged in, including in relation to diversity and anti-racism efforts and the pandemic.

I will dispense with the longer note usually written in this space and go straight to welcoming you to dive in to catch up with what

we’ve been doing and how we navigated a challenging year. I will say that I felt grateful to be in this community where I saw folks being flexible, creative, and compassionate in regard to the pandemic and active, thoughtful, and passionate in regard to anti-racism efforts.

We hope you all are doing well – that you have been navigating these times okay, are in good health, and have optimism for the future.

Cheers,

Anna Bardone-Cone, Ph.D.

*Bowman & Gordon Gray*

*Distinguished Term Professor*

*Director of Clinical Psychology*

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# SELF-COMPASSION AND COMPASSION

At the end of Fall 2020 we sent out a survey to clinical students, staff, and faculty asking how they have been taking care of themselves in these challenging times and how others have been supportive. Below are responses received, most verbatim, but some modified to remove names (although those folks have been alerted to how they have helped!).

## **What are some ways that you have been taking care of yourself?**

- Baths, giving myself permission to do less, baking
- Going on walks - trying to make time every day when I can completely turn off my phone/ email and step away from work
- Yoga
- Exercising outdoors as much as possible
- Trying to treat the work day like a 9-5 instead of allowing the stay-at-home work day to extend all day just because I don't have to be on campus
- Tai Chi in the evening, at least one outdoor walk per day, and making sure that there is something novel to look forward to every week (flowers, a new food from Wegmans, a different kind of take out). Plus staying in touch with my kids and my mom on a regular basis.
- Going for long walks, reading for pleasure, having socially-distanced bonfire dinner parties with small groups of friends, taking baths, listening to music.
- Several daily dog walks
- Actively taking Friday evenings and most of Saturday off; spending about 1-2 hours with my partner per day; being around my pets (2 cats)
- Nintendo Switch! Trying to make latte art (lol @ how bad they are). Yoga. Yardwork.
- Spending time with pets and partner, trying to maintain traditional schedule and not to work on weekends
- Respect my boundary; spend less time thinking about others' perception of me; treat myself to tasty food; set up time to chat with people I want to spend time with; send messages to people I respect and express my gratitude
- Walks with dogs and friends!
- Protecting sleep time (i.e., putting away technology at least 1 hour before bedtime,

maintaining a consistent bedtime). Getting 10,000 steps a day with walks or runs outside. Setting daily screen time limits on certain apps (e.g., Twitter).

- Walks outside

**What are some ways that others in the program (students, postdocs, staff, faculty) have helped in providing support or uplift?**

- Encouraging words, laughing together, warm welcoming messages
- Student chats - through slack and group chats - have really been critical for helping keep people up to date and involved with each other's lives
- Comic relief
- Weekly check-ins
- All of the faculty I've had classes with this semester went out of their way to check in every single class about how people were doing
- It has been uplifting to see everyone going the extra mile to provide services during the pandemic—well beyond the call of duty or their job descriptions. Cutting each other (and ourselves) a break has been so important all around. Understanding that everyone... EVERYONE...is encountering some challenges right now seems to have reduced conflict and increased the desire to work more harmoniously and collegially.
- I feel supported by my advisor, who is always kind, understanding, and flexible with my workload and expectations. I have been very grateful for faculty who have normalized/humanized dropping balls (e.g., missing deadlines, rescheduling meetings at the last minute, etc.). Overall, I think I am most comforted when I see others admitting to making mistakes or letting responsibilities slide -- there is a lot of "talk" in this department about "self-care" and "boundaries" but then everyone continues to operate at 110% like some brilliant robot machine! I am comforted most when people tell me that they said no to projects,

didn't prepare as much as they would have wanted to for a meeting, wrote a paper at 50% effort, etc.

- Faculty who take time to truly listen and tend to concerns in a fair and heartfelt way; a staff member who always seems like a voice of reason and calm whenever things seem stormy
- Sharing positive and/or funny anecdotes at the start of every lab meeting; having some lab meetings designated specifically for "play" and/or open discourse (not simply checking-in on projects); sending interesting/funny posts in a group chat to temporarily distract one another, to make one another smile; lab members paying one another compliments; faculty being flexible with deadlines; faculty commiserating with students
- I've really appreciated the "we're all in this together" mindset that has imbued the department.
- A faculty member who continues to hold bi-weekly anti-racism meetings for the lab
- My excellent and kind cohorts are the best. They are essential for my mental health. My advisor is the lighthouse for me. Even when they were juggling among multiple difficult things in life, they made time to help me through my struggle.
- Providing reminders that we are all doing our best.
- My cohort has been so supportive, with kind and encouraging messages via our Facebook messenger thread and efforts to get together in-person (socially distanced, outside) as much as possible. Faculty have shown kindness and flexibility in adjusting syllabi given the strains of remote learning. One faculty stopped by the houses of everyone in our class to say hello in person!
- Starting out zoom meetings with check ins and chit chat about life stuff rather than getting down to business immediately

# WELCOME TO THE ENTERING CLASS OF FALL 2020!

The students who started in our program in August 2020 had a first year unlike any others. See below for names, faces, and undergraduate institutions.



**Kara Fox**  
Duke University



**Flavio Frohlich**  
Swiss Federal Institute of  
Technology-ETH Zurich



**Claire Klein**  
Claremont McKenna College



**Lucy Lurie**  
Lewis and Clark College



**Aysenur Okan**  
Boğaziçi University



**Rachel Petrie**  
University of California, Davis



**Olivia Pollak**  
Yale University



**Adrianna Richards**  
University of California,  
Los Angeles



**Bryan Stiles**  
Pacific Lutheran University

## WE LOOK FORWARD TO SEEING THESE FOLKS IN PERSON IN 2021-2022!



# A Tribute to **ERICA WISE** on her Retirement

**PHOTO:** Erica Wise (3rd from left) and her family at the beach – more of that in her future in retirement!

Erica Wise retired on July 1, 2020 after about 40 years at UNC – the first 20 years at CAPS (Counseling and Psychological Services) and the last 20 years as

the Director of our Psychology Training Clinics. To say that Erica is highly regarded and beloved in our program is an understatement – we were extremely fortunate to have her in a leadership role for clinical training, with students and faculty alike having benefited from her expertise and kindness. Although we did not get to celebrate her properly given the timing of her retirement in the pandemic, we look forward to doing so in 2021!

## Q&A with Erica Wise, PhD

**How did you find your way to the UNC clinical psychology program? (i.e., how did you come to apply)**

After finishing my internship at the UNC medical center, I spent my early career at the UNC Campus Health Service. My responsibilities included supervision and training for second year (PGY-2) psychiatry residents and practicum students from the UNC clinical program. Just as I was contemplating a mid-career transition, a social work colleague sent me an advertisement for a 50% position to become the first dedicated training clinic director. It was a perfect fit for me, and the rest is history!

**What are some favorite memories you have from being part of the clinical program?**

There are so many that it is hard to know what to include. I loved cozy meetings in my office with 4th year grad students for vertical team supervision. I was always so impressed by their competence, insight, compassion, and dedication to providing high quality peer supervision for their junior colleagues. I have valued opportunities to write and present with individuals and small groups of students on their social justice advocacy and to witness their development into amazing clinical psychologists. It continues to be a pleasure to keep in touch with program graduates over the years—meeting up for coffee at APA and via email or Facebook.

**What is something you are particularly proud of from your time in the program?**

I am very proud of the high-quality training and services offered in the clinic. Even with their heavy load of research and teaching, our graduates become excellent clinicians who bring a strong social justice perspective to their work. I truly

### Reflections from Jen Youngstrom, PhD (Director of Clinic Services)

Who looks forward to Monday mornings? Well, for 13 years I co-taught second year didactic therapy prac with Erica Wise on Monday mornings, and it was always a pleasure to start the week together! Erica has immense compassion for clinical training, ethics, advocacy, professional growth, and the people around her. Erica served as a sounding board for many of us in the department (and for others in NC as well as nationally) with regard to licensure questions, ethical dilemmas, and clinical or reporting guidance. And she always maintains her sense of humor and warmth while considering the issues! The pandemic necessitated a lot of work and change to elements within the Clinic at a time when Erica had already announced her retirement. We worked tirelessly collaborating together through spring and early summer of 2020, as Erica made it a priority to ensure a smooth transition. I am thankful that Erica continues to serve as a mentor and model for me; I enjoy our monthly two-hour walks around Durham filled with Durham history, names of flowers and plants, restaurants with new outdoor dining, updates on family, and continued nuggets of clinical consultation.

believe that our graduates will make the world a better place. It makes me so proud to have been a part of their development.

### **How has the Community Clinic changed from when you started to when you retired?**

When I began, we had a very small adult-only clinic with a reception area and five treatment rooms in Davie Hall. There were three vertical filing cabinets for paper-only records and an incredibly complicated videotaping system that looked like it belonged in a science fiction movie. Since then, the clinic has expanded to two external sites with an integrated electronic health record and digital videos for

supervision. The clinic also serves as a valued placement for social work graduate students and offers high quality assessment and child and family services under Jen Youngstrom's leadership.

### **What is a favorite part of your retirement?**

We moved to downtown Durham at the end of 2017 and since retiring I have enjoyed taking long walks with friends and neighbors to explore downtown neighborhoods and the South Ellerbe Creek Trail. I have also enjoyed the flexibility that allows me to be generous with my time consulting and working on projects for APA, NCPA and ASPPB (the psychology board group).

I have continued to provide occasional consultations for the clinic, and I offer individual ethics consultations to psychologists through NCPA. Since I retired four months into the pandemic, I am not certain what the experience will be in more normal times and I very much look forward to finding out. Overall, I anticipate engaging in professional projects at a pace that allows for personal and family time—and post-pandemic travel!

### **Anything else you want to share?**

I love to hear from current and former graduate students so please stay in touch!

## **Reflections from Current Students and Alumni**

Throughout her incredible career, Erica Wise has had a tremendous impact on our program, the University, and broader psychology community. Within our program, students often knew Erica as a clinical supervisor: for many, their very first. Erica supported each cohort of beginning clinicians by building the foundation of our clinical repertoires as therapists and budding supervisors. Erica's knowledge of therapy and enthusiasm for teaching made supervision a rich learning environment. Beyond the content of her aphorisms and lessons, Erica delivered this learning in a warm and supportive space and became a "secure base" for us as we began clinical work. In this space, Erica encouraged us to discuss challenging topics, grapple with ethical issues, and step outside of our comfort zones. With warmth and understanding, she provided feedback that helped us grow as clinicians. Beyond topics pertaining directly to our clinical practice, Erica provided a safe space for vulnerability. Erica made space for our personal challenges and demonstrated care for our holistic development. For those of us lucky enough to serve in roles that afforded unique opportunities for continued mentorship (as a therapy supervisor, student clinic manager, therapist in other clinics, or co-author), we experienced firsthand her commitment to fostering our continued multifaceted development.

Beyond her role as supervisor, Erica has greatly benefitted our program and community through her many important roles.

Erica contributed greatly to the Diversity Training Committee to make psychology a more inclusive science. She also co-led the training clinic to advocate for the clinic best serving the needs of clients and trainees; most recently, making extraordinary efforts during the chaos of the early phase of the COVID-19 pandemic to ensure that clients continued to receive care over telehealth platforms. Beyond our clinic, she served on the UNC Mental Health Task Force to promote mental health across the university system. She has also provided extensive consultation towards promoting ethics in clinical practice through her service on local and national committees.

Across all of these roles, Erica has demonstrated incredible patience, kindness, and passion. She is a role model for how to be thoughtful in your work—from the seemingly small choices in the therapy room to larger decisions about crafting a values-consistent career. Simultaneously, she has modeled how to establish sustainable self-care habits in order to enhance well-being. From those of us only recently mentored by her to those who have found a professional home, we and our community have truly benefitted from Erica's mentorship, service, and example.

**Contributions from:** Danielle Weber, Lillian Reuman, Shannon Blakey, Lisa Brownstone, Jen Buchholz, Ellen Fitzsimmons-Craft, Emily Gagen, Clare Marks Gibson, Christine Paprocki, and Effua Sosoo



# DIVERSITY & Anti-Racism Initiatives

In the summer of 2020, graduate students of color in the department issued a call for anti-racist actions from the department. Since then, clinical students and faculty have been integrally involved in department-level efforts focused on diversity, equity, and inclusion across all programs, including several faculty co-chairing committees (Abramowitz – Teaching; Bardone-Cone – Climate & Inclusion; Baucom – Education & Training; Penn – Graduate Student Recruitment; Sheridan – Communications & Transparency). Below we focus on largely student-led initiatives, some of which are new (Hour of Action) and some of which have been ongoing (Diversifying Psychology Weekend) as we strive to initiate and sustain anti-racist actions.

*Since 2014, the UNC-CH clinical psychology program has been offering presentations and workshops for talented racial and ethnic minority individuals interested in clinical psychology doctoral programs. The initial purpose of these weekends was two-fold: to increase the pipeline of racial/ethnic minorities into clinical psychology doctoral programs and to hopefully recruit some of these folks to our program. See below for updates on this endeavor including changes in 2020. This effort and the write-up below were led by clinical students Carrington Merritt (3rd year), Maku Orleans-Pobee (4th year), and Catherine Paquette (4th year) with faculty David Penn (clinical) and Shauna Cooper (developmental).*

## **Diversifying Psychology Weekend (DPW)**

By Carrington Merritt, Maku Orleans-Pobee, and Catherine Paquette

In fall 2020, the Clinical and Developmental programs collaboratively hosted the first of a two-part Diversifying Psychology Weekend (DPW), which brought together

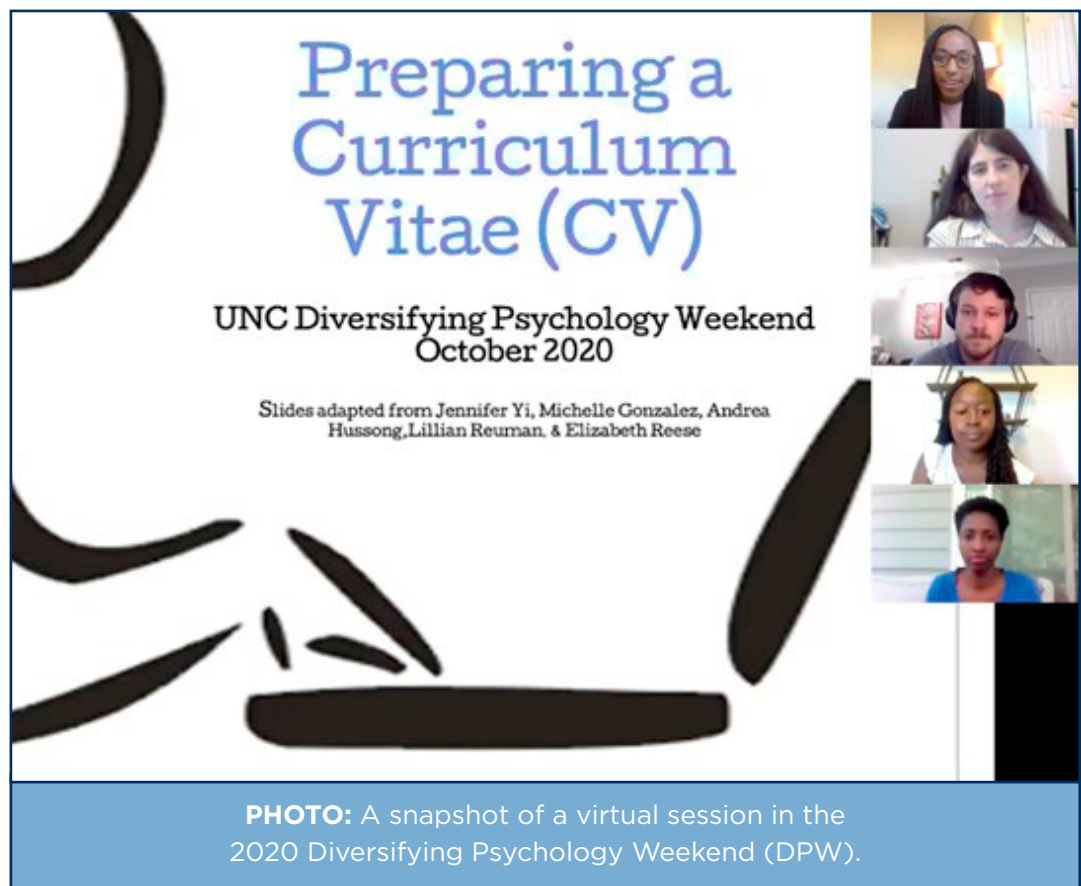
20 talented racial and ethnic minority undergraduates and recent graduates who plan to apply to clinical and/or developmental psychology graduate programs. While this was the first such event held jointly between the two programs, it was the fourth in a series of biannual events held by the Clinical program, originally called Diversifying Clinical Psychology (DCP) Weekend. Inspired by The University of Michigan's Diversity Recruitment Weekend, the DCP program was designed to provide talented racial and ethnic minority attendees with a comprehensive look at graduate school through an intensive set of interactive seminars and workshops. This program was developed as a targeted effort to increase the recruitment and admittance of underrepresented students into doctoral psychology. This event addresses such goals by increasing access to resources, training, and experiences that bolster the attendees' interest and competitiveness in pursuing a graduate degree within this field.

This year brought two significant changes to the event. For the first time, the Clinical program collaborated

with the Developmental program and invited 20 applicants interested in pursuing clinical and/or developmental psychology. This was the first step in a long-term goal of hosting DPW at the department level, in an effort to increase racial/ethnic minority representation across all program areas. In addition to being the first DPW event co-hosted by two programs, this year DPW was offered as a virtual event for the first time in the program's history. While the weekend was originally planned as an in-person event in the Spring of 2020, it was delayed and adapted to a virtual format due to the COVID-19 pandemic. This created an opportunity to split the event

into two parts in order to provide relevant information before each major part of the graduate application process. Thus, the fall event focused on the process of applying to graduate programs, and a winter event held in January 2021 focused on the interview process and selecting a graduate program. The January session also focused on life as a graduate student both in general and as a graduate student of color. These discussions are designed to equip attendees with useful information to anticipate and adaptively navigate general and race-related stressors that may become relevant when matriculating through a clinical psychology graduate program.

For the fall DPW event, the weekend began with introductory topics that provided attendees with a brief overview of the fields of clinical and developmental psychology. Panels and workshops covered specific aspects of applying to psychology graduate programs, including an overview of the application process, and best practices for crafting a personal statement and CV. In addition to these informational sessions, attendees were also able to sign up for individual mentoring appointments with several faculty members and to



meet in small groups with graduate students and faculty to develop and/or revise application materials. Participants were surveyed after this initial part of the DPW 2020-2021 event. For almost all questions, over 90% of respondents either agreed or strongly agreed with statements indicating that they learned new information about different aspects of graduate school and the application process and indicating high satisfaction with various components of the DPW program.

Since the inception of this program in 2014 (but not including the most recent iteration), 68 individuals have attended and 4 have been accepted into the clinical psychology program at UNC while many have matriculated at other institutions. Further, since this program's creation, several other clinical psychology programs have followed suit and have developed similar diversifying clinical science initiatives. As such, we are looking forward to the future of this event within our department (and similar events nationwide) and hope that it will continue to support many future scholars of color in their journey to graduate programs in psychology.

*Our clinical lunch speaker series occurs most Fridays and is an opportunity for students and faculty to come together to learn about and discuss an array of topics. After the murder of George Floyd in May 2020, we asked the student organizers of the speaker series to focus on talks related to racism and anti-racism. Read more below from Josh Langfus (3rd year), Rachel Phillips (2nd year), Emily Walsh (3rd year), and David Penn (faculty advisor).*

## **Clinical Lunch Speaker Series**

By Josh Langfus, Rachel Phillips, and Emily Walsh

Clinical scientists who graduate from our program go on to become scholars, clinicians, professors, assessors, consultants, administrators, and policy-makers. As aspiring leaders in these fields, we feel a deep responsibility to promote equity and justice across these professional roles for the duration of our careers. The events of this past year have demanded that we confront problems that have always existed in our field and in our society. This year, it was our great honor to devote the Clinical Lunch Speaker Series to acknowledging and addressing systemic racism by amplifying the voices of Black, Indigenous, and People of Color (BIPOC). These outstanding scholars joined us from across the country to share their work in developmental, social, and clinical psychology, as well as their personal and professional experiences with community intervention work. We're grateful to our speakers and to the students and faculty who attended from our program and allied disciplines from across the university. We invite you to watch and share the recordings of this series available [here on YouTube](#).

*The summer months of 2020 saw the beginning of many initiatives related to anti-racism that were long past due. Below you will read about a student-led endeavor that energized students and faculty over the summer of 2020 and continues to be a place for folks to come together to engage in anti-racist efforts either with others or individually but in community. This idea was shared on the DCT listserv and since then other programs have adopted their own "Hour of Action." Emily Carrino, Louisa Kane, Carrington Merritt, and Catherine Paquette were involved in developing, implementing, and growing this initiative.*

## **Hour of Action**

By Carrington Merritt, Louisa Kane, and Emily Carrino

In June 2020, our program's Diversity Training Committee started hosting a Zoom-based "Hour of Action" to provide a collective space for anti-racist action. During this event, students, faculty, and staff worked in tandem to accomplish goals around anti-racism in the community. While this event was open to all, we called specifically for the participation of non-Black faculty and students. This decision was based on our desire to push our program beyond passive allyship and establish a space of both community and accountability for taking action against racial injustice. To facilitate this action, we compiled a document of resources detailing specific measures they could take in the immediate moment such as contacting legislators, signing petitions, and supporting local Black-owned businesses (see resource document here: [https://docs.google.com/document/d/1nkdjiTMB1xQjqkcGUd0QKDQZs6qwT5y4XS2Rs\\_Fnr0/edit?usp=sharing](https://docs.google.com/document/d/1nkdjiTMB1xQjqkcGUd0QKDQZs6qwT5y4XS2Rs_Fnr0/edit?usp=sharing)).

After initial positive participant feedback, we made the Hour of Action (HOA) a weekly event throughout the summer and extended invitations to members of the entire Psychology and Neuroscience Department. This resulted in more than 70 participants during the second occasion. Because of continued engagement and enthusiasm throughout the Summer of 2020, we continued the event into the Fall 2020 and Spring 2021 semesters with weekly HOAs taking place on Friday afternoons.

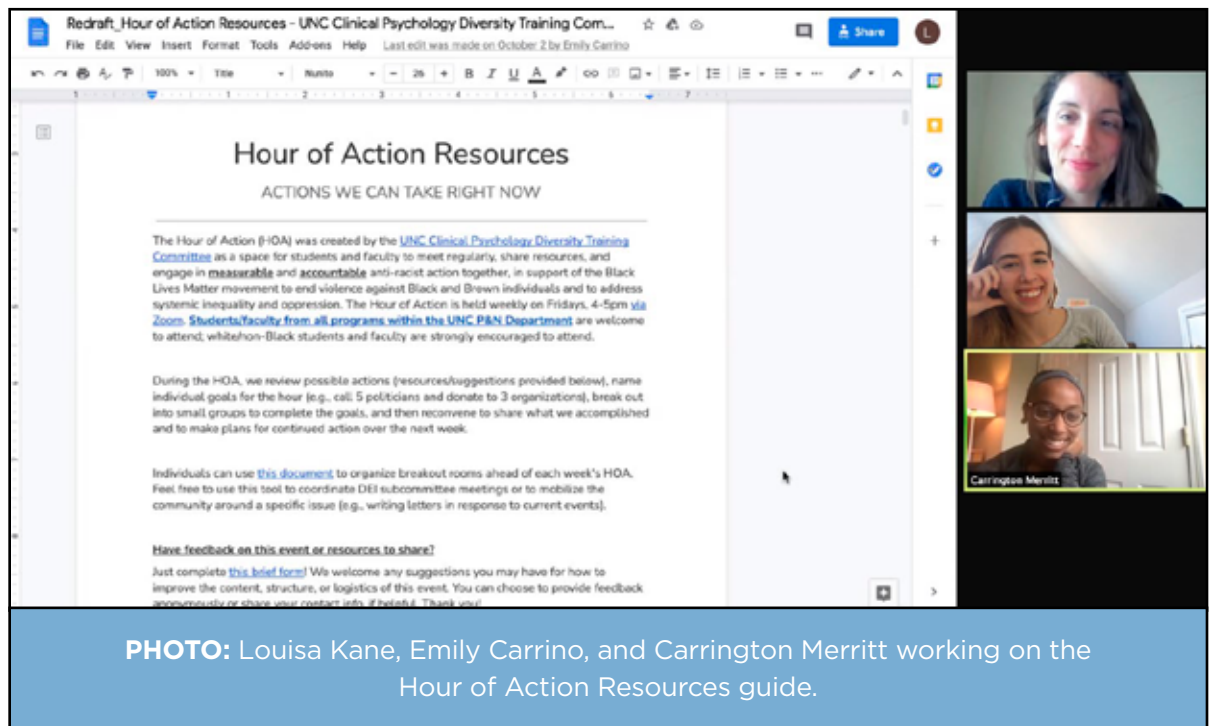
The event originally supported one large accountability hour in which all participants were muted on Zoom and simultaneously participated in personal actions with an opportunity to share their progress on a voluntary basis at the end of the hour. With continued feedback, we adapted the format to accommodate a working space (i.e., smaller breakout rooms) for groups with shared goals or actions.

Activities included community-based actions such as donating to Chapel Hill bailout funds, calling state

representatives about anti-racist policies, and organizing groups to attend local protests together. As the semester ramped up, HOA breakout rooms often focused on department and program-wide diversity and equity initiatives such as reconstructing course syllabi to highlight more

scholars of color, designing surveys to gather data about the department socio-cultural climate, and developing enhanced recruitment plans for undergraduate and graduate trainees from underrepresented groups.

Given that racism is embedded in various aspects of both our personal and professional lives, so too must anti-racist efforts. Thus, it is our hope that this initiative will become integrated into our department's culture and inspire others to organize in similar ways to enact change within and outside of academia. We welcome any who are interested in learning more about hosting an HOA event to reach out or join us in our continued efforts. All are welcome!



# STUDENTS ON INTERNSHIP

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WE HAD 8 STUDENTS START INTERNSHIP IN THE SUMMER 2020, AND THUS IN THE MIDST OF THE PANDEMIC. HERE ARE THE SHARINGS OF A COUPLE OF THEM:

**Yun Chen** (Albert Einstein College/Montefiore Medical Center in New York) and  
**Effua Sosso** (Federal Medical Center (FMC) Lexington in Kentucky)



## YUN CHEN

Albert Einstein College  
Montefiore Medical Center in New York

### **What was the primary focus of your research at UNC? And any primary clinical training focus while at UNC?**

My primary focus of research focus at UNC was the development and dissemination of culturally sensitive assessment tools and treatments for underserved populations both domestically in the United States, as well as globally in countries such as China.

My primary clinical training focus at UNC was the treatment of mood, anxiety, and substance use disorders.

### **What has been the most valuable part of your internship experience so far?**

As someone well trained with behavioral activation, I truly appreciate the opportunity of learning through doing. Hence, the most valuable part of working in a community-based hospital system in the Bronx, in particular the outpatient psychiatric clinic, is the opportunity to apply treatment skills from various schools of training in order to meet the needs of anybody who comes through the door. Clients at the clinic are often underserved, facing various life challenges, and presenting with complicated symptom combinations. In many cases, it is truly a challenge and also a blessing to have the training opportunity to actively assess and apply effective skills in order to meet the clients where they are during each session.

### **Anything especially surprising from your internship experience?**

I intentionally chose to work with two psychodynamic-oriented clinical supervisors to expose myself to something I did not get a chance to explore during graduate school. My initial intention was to get a flavor of the psychodynamic approach while surprisingly, I found myself learning significantly from this training experience. Without turning myself into a psychodynamic therapist (no worries, CBT training is extremely strong at Montefiore, too, and I am as strong a CBT therapist as I have ever been), I do appreciate (1) being challenged by my supervisor and learning how to be particularly intentional at every question or comment I make during all therapy sessions, and (2) learning ways to connect and understand my clients through exploring impactful life experiences.

**Have you experienced COVID-related challenges unique to working with immigrant populations? If so, what has that looked like?**

As the majority of the clients served in our clinic are residents of the Bronx, most of my clients have been largely impacted by COVID-related challenges, regardless of their immigration backgrounds. As to psychotherapy, I believe the most significant impact of COVID is the transition to telehealth. I consider this as both a challenge and opportunity for clinical work. It is in particular an opportunity as I get to conduct therapy in settings I normally do not have access to (e.g. exposure to a client's home).

**In what ways did your training at UNC prepare you for your internship experience?**

The clinic training I have received at UNC is very strong and I found myself ready to address many disorders as soon as I started my internship. Additionally, the confidence I have accumulated over years at UNC prepared me well to voice my needs and negotiate the experience I want.

**What piece of advice would you give students as they prepare to apply for internship or to head out on internship?**

I consider internship year as a critical time to form a long-term professional identity. I really appreciate the opportunity to significantly stretch myself in all possible ways while still under a relatively protective environment (where I feel safe to explore). Another personal suggestion is to take into consideration the personal life values (for people who forget what this is, that is life outside of working) you would like to start establishing for yourself. My suggestion for students who are on their way to internship is to be very mindful and intentional about what would be the "icing on the cake" you would like to experience in this last year of graduate training such that you could meet your training goals but also start getting a sense of the work-life balance you would like to achieve eventually.

**Anything else you want to share about your internship experience?**

Find joy in your life regardless of what curve balls life throws at you (what a year 2020). Good luck!

**EFFUA SOSOO**

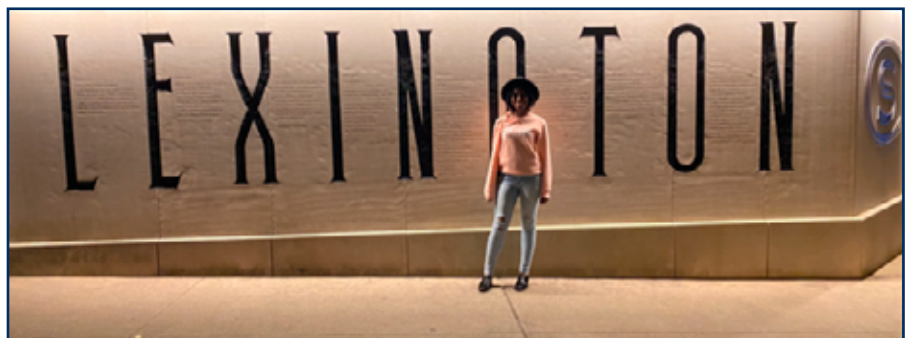
Federal Medical Center (FMC)  
Lexington in Kentucky

**What was the primary focus of your research at UNC? And any primary clinical training focus while at UNC?**

At UNC, my research focused on understanding how racial discrimination gets under the skin. I examined the influence of various subtypes of racial discrimination (e.g., internalized racism, vicarious discrimination) on psychophysiological responses, psychological symptoms, and affect. In terms of clinical training, I was, and remain, passionate about providing evidence-based treatment to underserved populations (i.e., racial and/or ethnic minorities, Veterans, incarcerated and/or confined individuals).

**What has been the most valuable part of your internship experience so far?**

The most valuable part of my internship experience has been continuing to discover myself as a person. Similar to graduate school, I arrived thinking my focus would be on exploring new subject matter only to find myself uncovering new layers of resilience and areas of growth. Living in Kentucky, particularly during the 2020 election, has been



challenging. Additionally, culture shock (never have I seen anyone chew tobacco in a meeting) has been real! This experience is helping me determine what I am willing and unwilling to tolerate in personal and professional spaces.

### **Anything especially surprising from your internship experience?**

It didn't fully hit me, until I found myself taking an oath, that I was assuming a new identity as a law enforcement official. The complexity of doing so on the heels of the murders of Ahmaud Arbery, Breonna Taylor, and George Floyd has been mind-boggling. Reconciling my privileged and marginalized identities continues to be a daily challenge.



### **Have you experienced COVID-related challenges unique to working with clients in a federal prison? If so, what has that looked like?**

Absolutely! Rates of COVID-19 in prisons are higher than those in the general population, so I find myself constantly concerned about the health of my clients and myself. In most community settings, your clients get to go home. Here, I feel guilty leaving at the end of each day given the understandable fear pulsing throughout the institution and the inability of incarcerated individuals to adequately social distance. Concerns about another institutional lockdown are constantly present and surface in both individual and group therapy sessions. I often feel immense responsibility and powerlessness. Internship is one big ole dialectic.

### **In what ways did your training at UNC prepare you for your internship experience?**

The diverse practica opportunities at UNC prepared me to be a jack of all trades. I have found that after juggling clinical work, research, service, and classes simultaneously, internship feels like a breeze. UNC's strong reputation, and the various challenges I faced there, give me a confidence that if I made it through graduate school, I can do anything.

### **What piece of advice would you give students as they prepare to apply for internship or to head out on internship?**

Ha, I've been waiting for such a moment as this! I made it a practice throughout graduate school to write down lessons I learned following each milestone, so here's one I dug up: "People say trust the process – that did nothing for me. Trust your purpose, trust God, trust that things will work together for your good because you're striving to do something meaningful in a broken world."

### **Anything else you want to share about your internship experience?**

I defended my dissertation before moving, and I highly recommend it! Graduate school is hard, and internship is a great time to reflect on what's next without the shackles of your dissertation weighing you down!

PHOTO CREDIT: ©jilllang/123RF.COM

# WELCOME FACULTY!



We welcomed two new faculty to our program in Fall 2020 – **Michael Hallquist** from Penn State University as tenured research faculty and **Jennifer Kirby** from UNC Psychiatry as Director of Clinic Operations and Training. We have been delighted to see Jennifer back in Davie Hall (see below for her prior connections to the department) and to have Michael join the faculty, and look forward to seeing them in person in 2021-2022!

## Q&A with Michael Hallquist, PhD

### What is the primary focus of your research?

My research focuses on the development of personality pathology in adolescence and early adulthood. Most of our current work adopts a decision neuroscience perspective on these questions, synthesizing experimental studies of decision-making, computational reinforcement learning models, and model-based cognitive neuroscience analyses to characterize neurocomputational systems and circuits. Although I do not consider myself a methodologist, I enjoy developing and extending complex quantitative models to address our scientific questions, particularly hierarchical Bayesian cognitive models and latent variable models.

### How would you describe your mentoring style?

One of the most exciting parts of my job is that I regularly read and hear about new data and new ideas. Psychological science and neuroscience are thriving fields that produce an amazing number of interesting contributions each year. Understanding how all of these contributions fit together to inform one's own scientific questions, however, requires a lot of cogitation. As a mentor, I strongly value students becoming experts in both the theories and methods that will best help them to explain the dynamics of decision-making in personality pathology. For this reason, I try to cultivate a mentoring style that encourages perpetual curiosity and a willingness to go down interesting 'rabbit holes' in the pursuit of genuine expertise and mastery.



**From a more personal perspective, what are some of your favorite non-professional activities/hobbies?**

I love to cook and even considered leaving graduate school to become a chef. Although I'm definitely glad I stayed in psychology, my passion for food has grown over the years and I enjoy learning about new cuisines and taking on cooking projects. Mexican cuisine is my favorite, so on a given night, you may find me making tacos al pastor on the grill. I also enjoy music and in pre-COVID times, sang in a local choral society. Now that we live life at home, I like to play piano and ukulele.

**What were the big draws for you for joining the department and the clinical program?**

I was particularly impressed by the combined strengths of the department in clinical psychology, quantitative methods, and basic neuroscience research. In my experience, these domains are often distributed across several units within the university, which creates obstacles to communication and collaboration. Given my research interests, which span these domains, I can't imagine a better academic home and feel grateful to be here!

**What were some of the challenges and triumphs of moving your lab to UNC (especially during a pandemic)?**

The triumph has been that we all moved during a pandemic!! I am grateful that virtually all of the members of the lab moved with me from Penn State, which has kept our intellectual community intact and active. I also feel excited that we've successfully recruited several top-notch research staff members since arriving at UNC. The main challenge is that every part of the research enterprise faces additional friction during COVID, and this friction is added to the expectable challenges of moving projects from one institution to another. We'll get through it, but the transition has required even more patience and perseverance than I could have imagined.

**What's been your favorite experience with the UNC clinical program so far?**

I have greatly enjoyed the informal lunches among the clinical faculty where we have a chance to check in with each other and chat about whatever comes to mind. There is a genuine sense of caring about one another as both colleagues and people that is heartwarming, particularly during this socially distant time.

# Q&A with Jennifer Kirby, PhD



**We know you have several UNC connections – what are they?**

Yes, I have been “in a relationship” with UNC for 26 years now! I attended UNC as an undergraduate and graduate student, and have served on the faculty since 2004 (in the Departments of Psychology or Psychiatry). I also met my husband while we were both undergrads at UNC.

**What is a fond experience from when you were a graduate student in the program?**

My fondest memories from being a graduate student in the program relate more to how I remember feeling when I was there. To be honest, I was an anxious student who worried about whether I was doing things correctly, but I became more confident with each passing year and felt supported all along the way. I grew incredibly both professionally and personally, and that was largely due to faculty support and relationships with fellow students both senior and junior. I remember the kind mentorship of senior students so fondly, and being able to “pay that forward” to junior students was a major highlight for me.

**What brought you back to the Department of Psychology & Neuroscience?**

### **What has been the best part of living in Chapel Hill?**

In truth, we have done very little in the area given the pandemic. But we have gone on many enjoyable hikes (esp. at Eno River State Park) and we also live in a neighborhood that has innumerable walking trails, which makes getting outdoors easy and fun. I am also excited to live close to family, with my brother and his family across the street and my parents nearby in Greensboro.

### **What is something you feel you can contribute based on your experiences as a faculty member at Penn State University?**

One of my favorite parts of working at Penn State was the sense of shared engagement in facilitating connections between psychological science and methodology. I worked closely with colleagues to start a bootcamp for teaching graduate students R, built collaborative bridges with behavioral methodologists in the human development and family studies department, and worked within the department of psychology to increase the breadth of graduate training in quantitative methods. These experiences cultivated my enthusiasm for community building efforts that help graduate students and postdocs think quantitatively and algorithmically in order to test their scientific ideas more precisely.

### **Any surprises in terms of differences in how the two departments/programs operate?**

Both departments place a strong value on self-governance and, in my experience, work hard for the greater good of faculty, staff, and students. It's also hard to answer this question given how disrupted the operations of our program have been by the new logistical challenges of COVID life. That said, one pleasant surprise has been that the department and clinical program are remarkably open to more flexible models of graduate training, including dual-track students and co-mentoring. This value aligns well with the interdisciplinary nature of modern psychology and neuroscience and also supports my own interdisciplinary interests.

### **Anything else you want to share?**

It's hard to believe that this time last year, I was traveling from Penn State to UNC for a job interview (by airplane, no less). So much has changed in the past 12 months! Despite the chaos of the pandemic, I feel very fortunate that the stars aligned for my lab and my family to move to Chapel Hill and I'm looking forward to a time when spontaneous engagement with the community here is easier.

Honestly, I'm not sure I ever fully left! A piece of my heart always remained in the clinical program. Clinical training is my true professional love, so I'm thrilled to be back in a role that feels so meaningful to me and with people I value and enjoy.

### **What are the main ways you interact with clinical psychology doctoral students?**

I have the opportunity to interact with graduate students in a variety of ways. In this, my first year (2020-2021), I co-teach the 2nd year didactic practicum, supervise the 2nd year adult students in individual therapy, and teach the 4th year supervision and consultation course. I anticipate additional supervision experiences in the future. I also work with the graduate students relative to clinic operations and program committees.

### **What's been your favorite experience in your new role thus far?**

My favorite experiences so far have been meeting and connecting with new cohorts of graduate students, and seeing friendly faculty faces from years past. A specific highlight for me was teaching the advanced students in the supervision course, and remembering just how bright, thoughtful, and articulate our senior students are.

### **What's been a particularly challenging part of your new role thus far?**

The biggest challenge for me has been being virtual. I miss "being in the room" with my students—creating personal connections, brainstorming a clinical conceptualization at the white board, role-playing how to deal with emotion, just laughing together, etc. So much of who I am as a person and a clinician centers around emotional and relational connections, and I'm missing that over Zoom.

### **From a more personal perspective, what are some of your favorite non-professional activities/hobbies?**

I love to cook. Being in the kitchen trying out a new recipe is my "happy place." I forget about everything else and am just in the moment.

### **Anything else you want to share?**

I'm thrilled to be back and can't wait to connect with everyone in person again.



# Mental Health Liaisons

**B**uilding social support and reducing stigma related to mental health concerns are important endeavors for wellness. Read below about a student-led initiative, Mental Health Liaisons, focused on graduate students' mental health and well-being – thanks to Sarah Furlong (5th year in 2020-21, now on internship) for this contribution.

## Who initiated the Mental Health Liaisons group?

The idea for the Mental Health Liaisons (MHL) group came out of an email that I sent in December of 2018 in which I shared an article that documented that, in comparison to the general population, graduate students were six times more likely to experience depression and anxiety. I felt frustrated that there was not more conversation around graduate student mental health, and was motivated by the responses I received from students after sending that email out. In that email I believe I listed some possible ideas, but did not have the intention of forming this group – I mainly was hoping to initiate conversations about mental health among graduate students, and with faculty as well. However, one student replied that they were interested in joining “[my] group” and that was the moment that the vision for MHL became more of a reality.

## When did it start?

In the winter of 2018-19 I reached out to other students, held meetings, and developed initial plans. However, despite strong student interest it was difficult to start taking actions due to the high levels of fatigue and stress common to all graduate students. I initially gave up my hope that I could lead and develop this group and felt

disappointed despite understanding how other students felt spread too thin to commit to yet another group/initiative. During the summer of 2019, a friend in the clinical program reached out to me, sharing that their depression had worsened and that they were wondering if anything had come out of my efforts. Despite my frustrations with trying to corral extremely busy individuals, I felt a renewed spark to attempt to make a change in the department. Along with my co-president, Stephanie Langella (5th year student in the cognitive program in 2020-21), the MHL was formally started in August 2019.

## What is the aim of the Mental Health Liaisons group?

Currently, the MHL has two primary aims:

1. Develop and coordinate programming for graduate students across the department that specifically focuses on issues relating to graduate student mental health and wellbeing.
2. Foster an inclusive, supportive environment among graduate students in the department and help to develop a culture with less stigma surrounding mental health.

## Who is involved in this group (e.g., in terms of trainee status, in terms of program)?



Mental Health Liaisons participants connecting via Zoom.

Currently the members of this group are all graduate students in the Department of Psychology and Neuroscience. While students from all programs are encouraged to join the group, we presently have members from the clinical, cognitive, and the behavioral and integrative neuroscience (BIN) programs. We hope that as the word spreads, students from social, quantitative, and developmental will join our group! Importantly, students from all programs have participated in the events and programming that MHL has offered.

#### **What sorts of activities/events has the group offered?**

We have focused our efforts each semester on events that reflect the two aims outlined earlier. Each semester the entire group meets to plan and brainstorm, and then individuals choose if they would like to be involved in planning events with a specific mental health focus (aim 1) or promoting and planning social activities for graduate students (aim 2). In the past we have aimed to hold 2-3 happy hour events per semester in order to work towards aim 2. These events do not include specific programmatic elements, but instead are focused on offering social opportunities for graduate students, particularly those that are comfortable and supportive of vulnerability regarding mental health. As part of aim 1, we plan and host one primary event per semester. In the fall semesters thus far, we have held mental health

visibility nights, and in the spring of 2020 we coordinated a department team for the American Foundation for Suicide Prevention Out of the Darkness Walk.

#### **How has the COVID-19 pandemic influenced your group members?**

Similarly to everyone else, it has been an added stressor that has permeated our lives. As graduate students, we are a vulnerable group in terms of our increased rates of mental illness, decreased likelihood of financial stability, and increased risk of living in areas without substantial social support (especially for first and second year students). I think the pandemic has brought those of us in the group closer together and re-emphasized for us the importance of what our group is trying to do.

#### **How has the COVID-19 pandemic influenced what your group can do? What sorts of pivots have you had to do?**

Our spring event, the AFSP Out of the Darkness Walk, was scheduled for April 18, 2020, which was of course in the midst of the early days of the pandemic and the surges in NY and surrounding states. The walk was moved to be a virtual walk, meaning everyone walked on their own terms in their own location, but we still were able to raise money for this important cause! For the fall 2020 semester, we spent ample time meeting as a group to figure out how to best support the most students possible – this involved weighing safety

# PROFESSIONAL DEVELOPMENT and Travel Funds

## The Professional Development and Travel Funds

provides reimbursement for students for travel related to aspects of professional development – this includes conference-related costs (e.g., registration fee, airfare) for a research conference a student attends for which they submitted an abstract, internship interview-related costs (e.g., airfare, hotels, application fees), and professional development workshops such as clinical workshops or statistical workshops (e.g., registration fees, airfare). Donations from alumni and friends of the clinical program to the Clinical Excellence Fund is what makes this source of support of students possible.

Below are two of the students who benefited from the Professional Development and Travel Funds pre-pandemic.

concerns, comfort level, inclusivity, and the desire to be outside more and on Zoom less. We relied on a student survey to gauge the best option for our events, and ultimately held all events virtually, via Zoom. This included our mental health visibility night, and while we had concerns about the ability for that to be as successful as the past event, it turned out to be another wonderful and emotional evening.

### What do you feel proudest about regarding Mental Health Liaisons?

That we as students are making time to coordinate these efforts, when it would be easier for us to not take action. I also am extremely proud of our willingness to try new ideas and be creative. The 1st mental health visibility night developed out of a conversation several of us had and we had no idea if anyone would come or if it would be a positive and/or helpful experience for students. For me personally it was probably one of the most moving experiences I have had – few experiences compare to listening to and witnessing others share their struggles with mental health and illness. The fact that a multitude of students were inspired by our planned speakers to spontaneously decide to share was a privilege for me, especially since many individuals who did share stated that they had never shared what they were saying with anyone at that point. I am extremely proud of our group for creating that space and of everyone who has shared in the two visibility nights we have hosted.

### What do you hope for Mental Health Liaisons going forward?

As a 5th year student starting internship in the summer of 2021 my biggest hope is that the MHL continues indefinitely since I believe this will always be an area for continued community growth and support. I am also excited about a few ideas we have in the pipeline.

### Anything else you would like to share about this endeavor?

I encourage everyone – regardless of level of training – to take action when you find yourself caring about a topic or problem, whether related to the department or your community.

### KATIE THOMPSON

With the Professional Development and Travel Funds from the program I was able to attend the Eating Disorders Research Society conference in Chicago. The funds allowed me to present data evaluating sociocultural risk factors for eating disorder symptoms among men – an understudied population in our field that has previously been ignored by researchers. At the conference, I was able to attend workshops and symposia discussing new directions for the field



PHOTO: Katie Thompson (5th year)

which helped inspire my own research. It is a gift to be able to connect and network with other researchers at conferences, and I would not have had this opportunity without the support from donations to assist with travel and registration costs. Thank you so much!

# UNC COMMUNITY CLINIC IN THE PANDEMIC

By Jen Youngstrom

Psychology clinics worldwide had to make the most remarkable of pivots in spring 2020 in response to the pandemic in order to maintain continuity of client care and, for training clinics like ours, continuity of clinical training. Read below for a description of how our UNC Community Clinic responded to the pandemic, as contributed by Jen Youngstrom, PhD (Director of Clinic Services).

When we left for Spring Break, my family and a few others wore masks on the plane while the rest of the travelers looked at us like we were hypochondriacs. By the time we returned from Spring Break, travelers were scrambling back to their respective countries with borders closing, masks were infinitely more common and coveted, and toilet paper had vanished from stores. “Spring Break 2” began while the university shuttered to allow professors to quickly shift to online classes, and students to relocate. For me, this included multiple calls, emails, and Zooms daily with Erica Wise (beloved and now retired Clinic Director), as we collaboratively worked out how to transition our Clinic’s current therapy clients to telehealth to provide continuity of care in this tumultuous time. We re-opened with teletherapy visits just one week after we closed. Over that first week and next several months, we made many adjustments including: secure Zoom accounts; approval from the campus Institutional Privacy Office, University Counsel, and the Information Technology Service for telehealth consents; telehealth note templates and updated CPT codes in our electronic medical record (EMR); remote access for all clinicians and supervisors to the EMR; and approval for consents

for new telehealth clients. We shared resources with our student as well as HGAPS.org, which was rapidly amassing and organizing telepsychology resources for clinicians and telepsychology info for clients and building free assessment measures and scoring for clinicians internationally who were making the same lightning speed switch to telehealth. All this transition inspired us to make some additional upgrades including updating

our clinic website to enable web-based client intake forms and expanding our payment options to include a secure credit card payment portal, which was also approved for insurance-based Flexible Spending account charges, making payments easier for clients.

Many of our graduate students were disappointed when some of the practica at other clinics ended in March 2020 due to the lack of ability to accommodate trainees

into the virtual format. By contrast, according to our survey in early May 2020, of our graduate students who transitioned to providing telehealth in our Clinic, 94% strongly agreed or somewhat agreed that telehealth was a benefit to their training and to their clients, and 88% of the students agreed that we should continue telehealth as an option post-pandemic.

In August 2020, the new 2nd year practicum students experienced an additional layer of uncertainty as they first learned to do therapy over Zoom. On our last day of class in November most students commented on how seeing clients in their home environment added a sense of intimacy and increased rapport (especially when pets joined the session or a client showed you their plants or pictures or some meaningful object in their room). In addition, clients and students love the accessibility since



**PHOTO:** Jen Youngstrom, prepped and ready to administer an assessment during the pandemic.

# PROFESSIONAL DEVELOPMENT and Travel Funds

## JOSH LANGFUS

Thanks to the program's Professional Development & Travel Funds, I was able to attend the annual Association for Behavioral and Cognitive Therapies (ABCT) convention in Washington, DC. At this conference, I built connections with other researchers and was inspired by practicing clinicians to find ways to make my work more useful to people who could benefit from it. The poster I presented lies at the nexus of research and clinical practice. It examined the extent to which caregivers with mood disorders were reliable reporters of their children's mood symptoms on a widely-used parent-report rating scale – it turns out they are more reliable than teachers or the youth themselves! The funding provided by the program covered my travel costs and registration, allowing me to present this work and making it possible for my lab to support the undergrad student I mentor in sharing her first poster at a national conference. Your contribution is deeply appreciated – thank you!

**PHOTO:** Josh Langfus (3rd year)



it eliminates travel time and we can treat people who are anywhere in NC, show rates increased, and it improved ability to include multiple caregivers in family sessions. Zoom enables us to see facial expressions clearly, although it loses the cues from other body language. Several graduate students expressed appreciation for the ability to continue treating their clients over winter break (if client is in NC) while also allowing the students to travel to see their own families. They have learned to use new engagement tools such as using the interactive whiteboard and make excellent use of screenshare for many of our traditional CBT handouts.

We re-opened for limited in-person psychoeducational assessments in August 2020 with COVID screener emails, temperature checks rather than a handshake when the client arrives, transparent masks (to preserve some lip reading and facial expressions), plexiglass barriers, air purifiers, Clorox wipes and keyboard covers, single use pencils and pens, and oodles of hand sanitizer. We do the testing in our largest rooms with the door open when no one else is in the building. Graduate students used a range of options: some did in-person assessments and others helped with the diagnostic interviews on Zoom (with me doing the in-person cognitive, achievement and computer testing). The waitlists and the clinical need for assessment in the university and community are huge, especially as kids and college students struggle with online learning, which often exacerbates learning and mental health concerns. Many other clinics are closed or have limited capacity for assessments. Honestly, my heart sings when I go to Finley for a slice of transformed pre-pandemic life and change of scenery without my beloved dog barking, an opportunity to work with a client in 3D, and knowledge that I'm providing critical assistance that is in very short supply. During Fall 2020 semester I completed 20 assessments and supervised about 10 assessments. I am thankful to the village of teamwork for the rapid transitions and evolution, which has enabled us to maintain continuity with our clients and to help new clients while providing training to our clinical graduate students.

# FIRST YEAR STUDENTS RECEIVING FELLOWSHIPS

## 2020-2021

We are fortunate to be able to offer 1-2 fellowships each year to incoming students that provide them with a stipend and tuition without needing to work as a teaching assistant or research assistant in their first year in graduate school. Get to know a little about **Claire Klein** and **Adrianna Richards**, recipients of the W. Grant Dahlstrom Graduate Student Fellowship and the David and Maeda Galinsky Graduate Student Fellowship, respectively, in 2020-2021.



Claire Klein, recipient of the W. Grant Dahlstrom Graduate Student Fellowship

### CLAIRE KLEIN Dahlstrom Fellowship

#### What is the primary focus of your research/your main research interest?

My research interests include intervention evaluation, measure development, and developmental trajectories in autism spectrum disorder across the lifespan. I am also interested in community participatory research methods and the dissemination and implementation of evidence-based practice for autism spectrum disorder (ASD).

#### What has the Dahlstrom Fellowship allowed you to do?

##### Why was it important?

The Dahlstrom Fellowship has allowed me to contribute my time to many different projects in the lab and build new skills. In Fall 2020, I coded and analyzed data examining the validity of a behavioral observation measure and submitted my findings to the International Society for Autism Research annual conference. I've also been able to learn more about community participatory research using Human Centered Design methods as part of a community-research collaboration focused on creating a program to support employers of autistic adults. I'm looking forward to joining the assessment team for our randomized controlled trial (RCT) examining the effectiveness of our transition

to adulthood intervention, and preparing to propose my master's thesis on daily living skills in transition-age youth.

#### What drew you to select UNC for your doctoral training?

I selected UNC because I wanted to be in a community of smart, driven, and supportive individuals. During our interview day, Anna spoke about the "excellence without egos" mantra of the program, and it really stuck with me and reflects the humility of the many incredible students and faculty in the program. I am constantly impressed (and a little intimidated!) by the success of my peers. Additionally, I love my lab and getting to work with such a talented group – I couldn't have asked for a better fit and feel close to our team despite starting remotely.

#### What's been the most valuable part of your experience at UNC so far?

Beyond the excellent clinical training and faculty within the clinical program UNC, there is no better place to be a trainee in autism research. Our lab makes up the research team at TEACCH Autism Program, a system of

community regional centers across North Carolina. TEACCH was founded in 1972 and was the site of some of the earliest autism research in the US – it feels really special to get to be a part of the history! UNC Chapel Hill is also home to 96 autism-related researchers, connected through the UNC Autism Research Center, allowing for many learning opportunities and collaborations. One of my favorite parts of being at UNC is knowing that I am surrounded by some of the best experts in the field, and I feel so lucky that I get to work with and learn from them.

### **What post-COVID activity are you most looking forward to at UNC?**

I'm looking forward to being able to work with our research team, participants, and families in person! Our lab has done a terrific job of continuing to work together during this time, but I have really missed getting to all be in an office together.

## **ADRIANNA RICHARDS Galinsky Fellowship**

### **What is the primary focus of your research/your main research interest?**

My main research interest involves the study of positive emotion as it relates to resilience. I am particularly interested in working with populations who have experienced multiple, chronic, and/or acute forms of adversity.

### **What has the Galinsky Fellowship allowed you to do? Why was it important?**

The Galinsky Fellowship has really allowed me to dive headfirst into research and dedicate my time fully to exploring as many questions as possible. In Fall 2020, I was able to work on my master's thesis as well as several projects with my advisor, lab, and an incredible out-of-state team. I've had the opportunity to mentor undergraduate students, help to develop a pilot study, build both my qualitative and quantitative skills, and gain valuable experience with grant, publication, and presentation submissions. The support offered by the Galinsky Fellowship has been a true game-changer, allowing me to live out my wildest research dreams while preparing me for the years (and career) to come. I cannot overstate my gratitude for the Galinskys and this wonderful opportunity!

### **What drew you to select UNC for your doctoral training?**

I fell in love with the culture at UNC. There were so many brilliant minds and kind personalities. I had never been to North Carolina, or anywhere even close to the South, but one visit here felt like home and I couldn't wait to become a Tar Heel!



Adrianna Richards, recipient of the David and Maeda Galinsky Graduate Student Fellowship

### **What's been the most valuable part of your experience at UNC so far?**

Joining UNC in an entirely virtual format has certainly been a unique experience, but I would say the most valuable part to me so far has been the plethora

of amazing opportunities presented, even in such challenging times. The faculty really looks out for and advocates for its students, and students and faculty alike make great efforts to create networking and learning opportunities with fantastic scholars near and far. I have been able to access incredible avenues for professional, academic, and personal growth in ways I deeply value.

### **What post-COVID activity are you most looking forward to at UNC?**

I am so excited to get to know the area and take advantage of all it has to offer! I hear there are great places for food, fitness, and coffee, and I cannot wait to explore these for myself. Also, people! How can I fully appreciate UNC without its amazing community of Heels? I am really looking forward to hanging out with and getting to know my peers without relying on a stable Wi-Fi connection.

# FACULTY AND LAB SPOTLIGHT:

## Jon Abramowitz and the Anxiety & Stress Lab



**PHOTO:** Jon Abramowitz and members of the Anxiety and Stress Lab – Jon is in the center of the back row along with graduate students (L to R) Heidi Ojalehto, Samantha Hellberg, Henry Willis, and Jen Buchholz

**Jon Abramowitz** has been on faculty in the department since 2006. In addition to his research program, described below, his other training involvement in the clinical psychology doctoral program is teaching the adult psychopathology class and providing clinical training, including via a practicum focused on the treatment of anxiety.

### Q & A WITH JON ABRAMOWITZ, PHD

#### In 2020-21, who was in your lab?

Our lab is comprised of about 10-15 undergraduate volunteer research assistants, one full-time research assistant (Began Butcher), three PhD students (Jennifer Buchholz, Samantha Hellberg, and Heidi Ojalehto), and myself.

#### What is the primary focus of your lab's research?

Our lab is broadly focused on studying the nature and treatment of clinical anxiety and related problems such as obsessive-compulsive disorder (OCD), panic attacks, phobias, social anxiety, health anxiety, and PTSD. We aim to better understand the factors that lead to these

problems, the nature and assessment of anxiety symptoms, and how the treatment of clinical anxiety can be improved. We also disseminate our work through research publications and conference presentations, as well as through workshops and other training opportunities.

#### How do you and your graduate students work together – what is your general interpersonal style and way of mentoring?

For me, the most rewarding aspect of being a professor in the Clinical Program at UNC is helping to train the psychologists of tomorrow. To this end, my graduate students become full members of my research group from the moment they arrive on campus. Even while they start to gain familiarity with the research and clinical literature, they begin to get hands-on experience working

with me to conceptualize and design new studies, as well as assisting with projects that are already underway. In addition to attending our weekly lab meetings, graduate students also meet individually with me on a regular basis (usually weekly), to discuss the development of their research and clinical skills, and the ideas they generate. There is nothing more important to me than helping my graduate students become thoughtful and successful clinical scientists and service providers.

### **How does your lab find ways to connect? Any traditions you have as a lab?**

There are a number of ways that we connect. The most routine is our weekly lab meetings. We alternate (every other week) between full lab meetings with all graduate and undergraduate students and “inner circle” meetings with just the graduate students. These “inner circle” meetings are the most fun for me because we have a chance to gather in a smaller group to think together about interesting ideas for research projects. Each semester, we also try to have a few “inner circle” lab activities as well, such as a picnic lunch, bowling night, an evening painting together at Wine and Design, or just a happy hour at a local spot. Finally, at the end of each semester, I treat my entire lab (graduate and undergraduate students) to a dinner out somewhere in Chapel Hill to thank them for their hard work and celebrate the semester’s accomplishments. I enjoy catching up with everyone and going through my list of thank-yous and congratulations to students who have won awards, published or presented papers, and achieved other accolades.

### **From a more personal perspective, what are some of your favorite non-professional activities/hobbies?**

I have lots of hobbies and activities. First and foremost, I love being a husband and dad! My wife, Stacy, and daughters Emily (19) and Miriam (17) are the loves of

my life. I’m also an avid guitarist and play in a Grateful Dead cover band called the Loose Lucies (“Loose Lucy” is the name of a great Dead tune). We play for our families and friends around town, but also have the occasional bar or festival gig. I’m also into sports—playing them and watching them. I play baseball/softball and tennis, and love to run and exercise. I’m also a college basketball fan (go Tar Heels!), football (Go Ravens), and baseball fan (Go Orioles). Finally, I enjoy painting and drawing, travelling, and reading for pleasure (which I don’t get to do much of these days).

### **What are the aims of your NIH grant-funded research project?**

Our study aims to uncover more about the predictors of OCD symptoms in the postpartum. We’re assessing psychological/ environmental and biological factors in a large sample of pregnant women who have risk factors for developing OCD after delivery, and we’re following them through 6 months postpartum. This will help us better

understand the factors that make someone vulnerable to OCD, as well as the course of this problem in the postpartum, and its association with depression.

### **What are the research projects your students are most involved in (e.g., taking the lead or playing an integral role)?**

We have a number of ongoing studies in our lab currently, but here are the “biggies” along with who is heading them up: I am the PI on our study on postpartum OCD, but Samantha Hellberg, Jennifer Buchholz, Heidi Ojalehto, and Megan Butcher (our RA) play integral roles on this project. Jennifer, who will be going on internship this summer, is completing her dissertation examining aspects of inhibitory learning in exposure therapy for spider phobia. She is also collaborating with Henry Willis (who works with Enrique Neblett) to co-lead a study on racial



Jon Abramowitz  
being three-dimensional  
and rocking out!

prejudice and OCD symptoms among Black individuals. Samantha Hellberg is interested in sleep and how it relates to OCD, and she has been conducting survey research to address these questions. She is currently planning an experimental study using ecological momentary assessment to answer important questions in this area. Heidi Ojalehto is interested in PTSD and its overlap with OCD and is collaborating with colleagues at various OCD clinics to collect data on this comorbidity so that we can understand it better. Heidi is also leading our study on exposure therapy for panic attacks (which will resume once we are able to safely collect data in person).

### **What drew you to anxiety as a topic for research?**

I was in college when I first learned behavioral/cognitive-behavioral approaches to understanding and treating clinical anxiety; and I was immediately hooked! The thinking and behavioral processes that maintain pathological fear are just fascinating to me. And both logic and empirical research converge to show that an understanding of these processes leads to an effective treatment (i.e., exposure therapy). There are few areas in the field of mental health where the science is so clear and where we have such effective interventions. From the time I first read about exposure therapy for OCD, I knew I wanted to be a part of the scientific community helping to better understand this problem and how to treat it. And since graduate school, I've found my research and clinical work in this area highly reinforcing.

### **How have your lab's different research projects navigated operating during a pandemic?**

The pandemic has been a major drag! We've had no in-person meetings or collected any research data from in-person assessment sessions since March 2020. But we've made the transition over to virtual meetings and data collection almost seamlessly. Most of our studies can be conducted using online visits and by sending research participants online forms and kits to complete and send back to us. Two of our treatment studies (one on panic and one on spider phobia), however, have been put on hold. I thank my wonderful graduate students, research assistant, and undergraduate volunteers for this transition.

### **How does your lab's research inform clinical work and the clinical training you provide? (And, picking**

### **up on the pandemic piece, how have you navigated providing treatment for anxiety, including OCD, in the context of a pandemic?)**

We try to ask research questions that can be applied to assessing and treating clinical anxiety. Our current treatment studies, for example, examine ways to optimize exposure-based therapy for problems such as OCD and panic. Our studies on cognitive and behavioral processes in anxiety test hypotheses related to cognitive-behavioral theory that have direct implications for clinical practice. For example, in a recent study, we found that experiential avoidance – a process relevant to acceptance and commitment therapy (ACT) – is a predictor of some presentations of OCD, but not others. This suggests that for some individuals with this disorder, an ACT-based approach might be more beneficial than a more traditional exposure and response prevention (ERP) approach. We incorporate our latest findings, and those of other labs, into our training of graduate students so that they have the most up-to-date knowledge to help them serve clinical populations.

### **What do you see as anxiety-related implications of having lived in a pandemic?**

What a great question! There are many implications because of the obvious risks of COVID-19 and the inherent uncertainty of this situation (you can't see viruses, and some people are contagious even without showing symptoms). For people who tend to overestimate risk and underestimate resilience, the pandemic has especially been a source of increased anxiety. In particular, people with health/illness anxiety, those with some forms of OCD, and those with generalized anxiety disorder seem to be most affected. Fortunately, there is help available: cognitive-behavioral therapy can be extremely effective in helping people manage their fears and not let anxiety overtake their lives.

### **What is a favorite part of being a member of the clinical program community?**

I am extremely proud to be part of the clinical program! We have a star-studded faculty and the most amazing graduate students. The sense of community among my colleagues, and how we all look out for one another and enjoy each others' company, make our program a wonderful place to go to work each day.



# TENURED! MARGARET SHERIDAN

**Margaret Sheridan** joined the department as faculty in 2015 and received tenure in 2020 (see below for how she found out). In addition to her research program, described below, her other training involvement in the clinical psychology doctoral program is teaching an assessment course and offering a course focused on neural mechanisms supporting cognitive and emotion functioning across development.

**PHOTO:** Margaret Sheridan and the yield from her pandemic-developed skill

## Q&A with Margaret Sheridan, PhD

### What is the primary focus of your research?

I study the impact of childhood adversity on brain development & how that leads to risk for psychopathology. I'm interested in how specific kinds of experiences, say the presence of interpersonal violence at home or in the community, function as a sort of early learning experience, effectively teaching the brain to develop in a way which prepares it for future threats. In practice this can look like big emotional reactions and less ability to regulate responses. I think understanding how adversity impacts the brain and behavior can make us, as a society, better able to recognize and mitigate exposure to adverse experiences as well as develop novel interventions for children.

### How would you describe your mentoring style?

My goal is to create a lab environment where I both expect excellence but also provide caring support through the growth process. Regardless of if you're a

post-doctoral fellow, a graduate student, a research assistant, or an undergraduate, growth is an inevitable part of doing cutting edge science. I expect the work to be hard and to require stretching one's current understanding, skills, and work ethic. This is both fun and hard so I try to provide a low-judgment/high expectation environment in which to do science with a big dollop of caring.

I have had just an incredible group of trainees, they are remarkable, fascinating people, and our work has benefited incredibly from having them in the lab. So I like to say, I'm also just good at picking great people :)

### From a more personal perspective, what are some of your favorite non-professional activities/hobbies?

Before we had kids, my husband used to joke that my hobby was work :) I wouldn't say that's true anymore. I have always been passionate about travel, I traveled a lot as a child because my father was in the military.

As an adult I have jumped at any chance to travel. I've only visited 5 continents, but I've swum in all 4 oceans. I thought one of the best perks of academia was the potential to travel for work. So far I've worked in Liberia, Romania, and Peru and given talks in Delhi (India), Banff (Canada), Cambridge (England), and most recently Leiden (Holland). While my family and have been at home during the pandemic, I like many people, picked up baking. I can now reliably and very proudly turn out a nice sourdough loaf (see pic).

### **What were the big draws for you for joining the department and the clinical program in 2015?**

There are so many! I was excited to be in a program and department which was both excellent and well-balanced. I thought the clinical faculty seemed genuinely encouraging of each other's well-being and success and I wanted to be a part of that. I was also excited about the many great researchers who do human neuroscience who were on the faculty and I was delighted to be a part of the long tradition of developmental psychology at Carolina. Finally, my husband and I thought North Carolina seemed like a relaxed place to have a family.

### **How has your research program navigated operating during a pandemic?**

We've recently started doing in person research again, but prior to this were able to collect weekly data on the mental health, risk factors, and COVID-related experiences of about

100 families who were already involved in our research studies. We've learned really interesting, and we hope helpful, things about how vulnerable families in North Carolina are experiencing and navigating the pandemic. And we've reported on this work in research presentations and manuscripts and have been in touch with state-level policy makers to discuss the results.

### **Do you have a post-tenure project or direction planned – if so, what is it?**

I feel like my research program is just really taking off, I'm very excited to keep doing what I'm doing, because I honestly just love it. I am interested in thinking about equity and expanding stakeholders in my research work. I work with people and communities who have really limited resources and I want to work to bring their perspectives and interests more into the center of what I do as a researcher.

### **Where were you when you found out you officially received tenure? What did you do to celebrate?**

Getting tenure these days is kind of a long process so I actually just officially heard in July 2020 in kind of an unceremonious way – I got a group email from our admin & my name was in the 'associates' column of the faculty list. I wrote back and said... "um... do you know something I don't know?" The letter from the dean's office came shortly afterwards. Given that it was the pandemic we weren't able to do much, but I will say, having a quiet night at home with my family

and having job security was all the celebration I needed.

### **What's been a favorite experience with the UNC clinical program so far?**

I wouldn't say it's my favorite experience, but I've been impressed with how the program has navigated 2020. These are hard times. In hard times you want to see your colleagues and your students come together and support each other. I've seen that in numerous creative ways. I've also seen us challenge each other around issues of race in light of the protests and police violence in the summer of 2020. It's been an emotionally draining, difficult year and I've been really happy I'm going through it with people who are trying their hardest and invested in each other.

### **Anything else you want to share?**

I'm all tuckered out. But this was really fun, thank you!



# WINSTON FAMILY INITIATIVE IN TECHNOLOGY AND ADOLESCENT BRAIN DEVELOPMENT (WIFI INITIATIVE)

An exciting research, teaching, and dissemination development in 2020 was the Winston Family Initiative in Technology and Adolescent Brain Development. This involves an interdisciplinary team co-led by Dr. Mitch Prinstein (clinical) and Dr. Eva Telzer (development) that includes clinical graduate students Kara Fox and Olivia Pollak. For a summary of this initiative, what it has accomplished thus far, and its plans, see the write-up below by Kara and Olivia.

**By Kara Fox and Olivia Pollak**

Social media use is now central to the lives of young people. The digital landscape has fundamentally changed the experience of adolescence, requiring a new understanding of how technology use affects all aspects of development.

This concern drives the Winston Family Initiative in Technology and Adolescent Brain Development (WIFI Initiative) with the mission of furthering and sharing understanding of adolescent technology use and effects on biopsychosocial development and mental health. Funded by UNC alum Jim Winston Jr. and co-led by Dr. Mitch Prinstein and Dr. Eva Telzer, the initiative draws together expertise across disciplines, particularly in social relationships and developmental neuroscience, to explore questions through research, education, mentorship, and dissemination efforts.

The studies funded by the initiative will yield longitudinal data from large, diverse samples of adolescents about online behavior and changes in neural development over time. Multiple methods, including self- and peer-reports and observational coding of actual social media profiles and activity and a thorough assessment of technology use and health annually, are being used alongside repeated fMRI scans to shed light on neural changes. Though in-person data collection paused due to the pandemic, remote assessment continued using ecological momentary assessment (EMA), providing information on daily variations in mood, social media use, and maladaptive outcomes.

Connected to the initiative, 2020 saw a new course at UNC, “Social Media, Technology, and Adolescent Development,” co-taught by Dr. Prinstein and Dr. Telzer. With a focus on recent research in psychological science, the course explored the impact of digital technology use on adolescents’ social, emotional, and cognitive development. In addition to lectures,

discussions, and interactive exercises, students reflected on their own social media use in short essays and experimented with changes to their technology use throughout the semester. Students also watched and wrote papers on *The Social Dilemma*, a documentary released in 2020 and highly relevant to the course topics. While the pandemic presented new challenges for remote learning, the all-virtual format was fitting given themes of the course. We were impressed by students’ flexibility and adaptability in navigating this transition!

An especially exciting piece of the initiative is its commitment to dissemination of research findings and information to the public and its engagement with the community. In terms of dissemination, educational curricula, videos, and other materials will be developed for teens, parents, and teachers to help adolescents be more responsible technology users and reduce risk, and a conference on adolescent technology use and development will be planned to facilitate discussion among scholars in psychology and other fields. In terms of engagement, a Teen Advisory Board of adolescents has been formed to advise the research team to ensure study design and materials are relevant and accurate for their age group, while also being a great initial exposure to psychological science. Further, team members are mentoring high school students as they work on independent research projects about social media use.

The WIFI Initiative’s unique structure will bring together people and expertise, encourage more research on adolescent technology use, foster interdisciplinary collaboration and community engagement, and provide resources for healthy teen development. We are excited that the clinical program is part of this team effort and appreciative of the Winston Family for their vision and support.

# SUMMER FUNDING

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## SUMMER AFTER THE 1<sup>ST</sup> YEAR

A few years ago, we started providing 2 months of summer funding to students the summer after their 1st year for research activities, including but not limited to, work on their master's theses. Students develop a summer research plan with their faculty advisors and report on their progress at the end of the summer. This summer funding is made possible by donations from alumni and friends of the clinical program to the Clinical Endowment Fund and by funds from the UNC Community Clinic.

Below are two of the students from the cohort of 7 (incoming class of 2019) who benefited from summer support in Summer 2020.

### **Michal Cook**

In the midst of this unprecedented year of uncertainty, I feel all the more fortunate to have the support of this department in moving forward with my research goals. After realizing that my original master's thesis proposal would no longer be feasible with COVID-19 restrictions, I needed the summer to map out a new plan. The funding provided by this program gave me protected time to form a new proposal and complete data collection for two additional projects, one a multi-generational autism study and the other a randomized controlled trial (RCT) of a new executive function and vocational skills intervention for transition aged autistic individuals. Perhaps most meaningful, however, was the opportunity to write a manuscript detailing the results of North Carolina's first Project ECHO Autism pilot data. Project ECHO Autism is a tele-mentoring platform which disseminates autism expertise to local providers. In the pilot, we were able to connect with 41 local providers in 21 counties (> 50% rural), all of whom made significant gains in their knowledge and confidence in working with autism. We're excited to see the impact this effort will have in reaching more families who live in these limited access areas! Despite working remotely and social distancing, I was still empowered to make progress towards my research goals this summer. I'm so grateful for the learning opportunities that I experienced, the depth and breadth of which would not have been possible without this funding—thank you!



### **Angelina Tsai**

With the summer funding last year, I was able to propose my master's project early in Fall 2020 and integrate it with the committee's in-depth feedback of incorporating diagnostic criteria of both DSM-IV and DSM-5 so the findings could be more applicable to our population of interest. In parallel, I worked on data wrangling and analyses for another project. Thanks to the funding, I spent my time exploring a variety of quantitative approaches for analyzing missing data (e.g., propensity analysis, covariates analysis, etc.). This valuable knowledge and skill will help me better capture insights from a dataset for current and future studies. Additionally, in preparation for my upcoming practicum, I attended training for Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) so I can be ready for my clients, especially those with trauma. Lastly, I started a literature review for a grant proposal for the Ministry of Education in Taiwan due at the beginning of 2021. This proposal will investigate acculturation/cultural differences in diagnostic constructs and assessment for prevalent psychopathologies, which is especially salient in today's diverse cultural environment. The summer funding made it possible for me to focus on my research and clinical goals. Thank you for your meaningful support.

# Recent Recognitions and Grants

## CLINICAL GRADUATE STUDENT RECOGNITIONS, GRANTS, AND FELLOWSHIPS (2020)

- Jen Buchholz: UNC Dissertation Completion Fellowship; Baughman Dissertation Research Award
- Rachael Flatt: NSF Graduate Research Fellowship
- Louisa Kane: NSF Graduate Research Fellowship
- Claire Klein: W. Grant Dahlstrom Graduate Student Fellowship
- Laura Machlin: Baughman Dissertation Research Award
- Madison McCall: Robert Wood Johnson Health Policy Research Scholars Fellowship
- Arianna Richards: David and Maeda Galinsky Graduate Student Fellowship
- Madeline Robertson: Ruth L. Kirschstein NRSA Individual Predoctoral Fellowship from the NIMH
- Effua Sosoo: UNC Graduate/Professional Student Diversity Award
- Katie Thompson: Baughman Dissertation Research Award

## CLINICAL PROGRAM AWARDS (2019-2020)

- Kristin Austin: David Galinsky Award for outstanding supervision
- Yun Chen: Martin Wallach Award - for an outstanding doctoral student demonstrating resilience and excellence in research, clinical practice, teaching, and/or service
- Aaron Neal and Erica Wise: Rosa Swanson Award - for helping foster a warm, supportive, and enjoyable professional environment

## CLINICAL FACULTY RECOGNITIONS AND GRANTS (2020)

- Jon Abramowitz: UNC-Chapel Hill Graduate School's Faculty Award Excellence in Doctoral Mentoring
- Don Baucom: UNC-Chapel Hill's Distinguished Teaching Award for Post-Baccalaureate Instruction
- Michael Hallquist: NIMH grant, "Neurocomputational studies of mood-related momentum dynamics linking reward learning, valuation and responsivity"
- Andrea Hussong: Lutheran Social Service of Minnesota/ John Templeton Foundation grant, "Developing gratitude, generosity, and hope in opportunity youth"; Associate Director of Clinical Training
- Deborah Jones: Office of the Provost Engaged Scholarship Award in Engaged Research; Zachary Taylor Smith Distinguished Term Professor
- David Penn: Highly Cited Researcher of 2020 by Clarivate Web of Science
- Mitch Prinstein: NIH grant, "Adolescent girls' risk for suicide across the menstrual cycle: Examining stress and negative valence systems longitudinally"; NIDA grant (with Eva Telzer and Kristen Lindquist), "Neurobiological susceptibility to peer influence and drug use in adolescence"; Society for a Science of Clinical Psychology's Lawrence H. Cohen Outstanding Mentor Award
- Margaret Sheridan: NIH grant, "Neural pathways linking early adversity and preschool psychopathology to adolescent mental health"; NIH grant, "Reversibility network: Interventions to reverse or remediate effects of early life adversity on aging processes"
- Eric Youngstrom: Leland Stanford Junior University/NIH grant, "A pragmatic latent variable learning approach aligned with clinical practice"

# HAPPY ANNIVERSARY

## TO THE ENTERING CLASSES OF

### 1960, 1970, 1980, 1990, 2000, and 2010!

## Where are they now?

### Class of 1960:

**JAMES BUTCHER**

Professor Emeritus of Psychology,  
University of Minnesota

**THEODORE GRANT**

Deceased

**KATSUSHIGE KAZAOKA**

Deceased

### Class of 1970:

**DANIEL BIBER**

Retired from Dilworth Psychotherapy Associates,  
Charlotte, NC (Psychologist)

**THOMAS GAINES**

Private Practice, San Antonio, TX; Adjunct Associate  
Professor of Psychiatry at University of Texas Health  
Science Center at San Antonio

**SUSAN DUDLEY GRIFFITH**

Private Practice, Durham, NC

**THOMAS HENDREN**

Private Practice, Winston Salem, NC

**STEPHEN HESSLER**

Private Practice, Burlington, NC

**BETTY JULIAN**

Deceased

**JOHN MORROW**

Division Director, Substance Abuse and Mental Health  
Services Administration (SAMHSA)



**Front Row:** Dorit Roer-Bornstein, Amy Burger, Rhea Gordon, Ann Rosoff, Margaret Fernald, Nancy Dartnall, Nancy Burks, Adam Wilikofsky; **Back Row:** Mark Evans, Eddy Hamlin, Pamela Davis, Jeremy Shapiro

### Class of 1980:

**AMY BURGER**

Unknown

**NANCY BURKS**

Private Practice, Ypsilanti, MI

**NANCY DARTNALL**

Associate Clinical Director,  
TEACCH Center,  
Charlotte, NC

**MARK EVANS**

Private Practice, Eugene, OR

**MARGARET****CARLTON FERNALD**

Private Practice,  
Ellsworth, ME

**RHEA GORDON**

Private Practice, Atlanta, GA

**EDDY HAMLIN**

Clinical Director, Institute for  
Applied Neuroscience,  
Asheville, NC

**DORIT ROER-STRIER**

(formerly Roer-Bornstein)  
Professor, Paul Baerwald  
School of Social Work and  
Social Welfare, Hebrew  
University of Jerusalem

**ANN ROSOFF**

Psychologist, Green House  
Group Psychological and  
Consultation Services,  
Manchester, NH

**ADAM WILIKOFSKY**

Psychologist, Lancaster  
General Hospital



**L to R:** Elizabeth Jackson, Joseph McClintock, Anthony Daiuto, Robert Carels, Stephen Leff, Michael Rabenseifner, Craig Smith, Penny McKenzie, Elizabeth MacKenzie, Heather Allen, Elizabeth Pungello, Jennifer Rounds-Bryant, Arlene Cooke

## Class of 1980:

### HEATHER KING ALLEN

Senior Consultant, Rexer Analytics

### ROBERT CARELS

Professor and Director of Clinical Training, Department of Psychology, East Carolina University

### ARLENE COOKE

Clinical Psychologist, Maudsley Health, Abu Dhabi, United Arab Emirates

### ANTHONY DAIUTO

Deceased

### ELIZABETH WOOD JACKSON

Private Practice, Raleigh, NC

### STEPHEN LEFF

Professor of Clinical Psychology in Pediatrics and Psychiatry, University of Pennsylvania School of Medicine; Psychologist, Children's Hospital of Philadelphia

### ELIZABETH MACKENZIE

Psychologist, West Seattle Psychological Services

### JOSEPH MCCLINTOCK

Vice President, Research and Development, Measurement Incorporated, Durham, NC

### PENNY COLLIER MCKENZIE

Unknown

### JENNIFER ROUNDS-BRYANT

Private Practice



**Front Row:** Michael Peterman, Matthew Sacks, Cecelia Valrie, Amy Pinkham; **Back Row:** David Mahoney, Andy Gloege, Elana Maurin, Cory Chen

## Class of 2000:

### CORY CHEN

Director, Psychotherapy Research and Development Program, VA New York Harbor Healthcare System

### DAVID MAHONEY

Private Practice

### ELANA MAURIN

Associate Chair, Clinical Psychology, The Chicago School of Professional Psychology, Washington, DC

### MICHAEL PETERMAN

Partner at RHR International (leadership consulting firm)

### AMY PINKHAM

Professor, School of Behavioral and Brain Sciences, University of Texas at Dallas

### MATTHEW SACKS

Assistant Director, Center for Deployment Psychology, Andrews Air Force Base

### CECELIA VALRIE

Associate Professor, Psychology Department, Virginia Commonwealth University



**Top Row:** Cara Damiano Goodwin, Kristin Healey, Katy Higgins Neyland;

**Bottom Row:** Lisa Brownstone; Shawn Jones

## Class of 2010:

### LISA BROWNSTONE

Private Practice;  
Visiting Assistant Professor  
of the Practice,  
University of Denver's  
Counseling Psychology  
Program, Denver, CO

### CARA DAMIANO GOODWIN

Founder of Parenting Translator,  
a website translating recent  
scientific research about child  
development into information  
parents can use

### KRISTIN HEALEY

Staff Psychologist,  
Durham VA Medical Center

### KATY HIGGINS NEYLAND

Assistant Professor (School of  
Medicine) and Clinical Scientist,  
Uniformed Services  
University of the Health  
Sciences

### SHAWN JONES

Assistant Professor, Psychology  
Department, Virginia  
Commonwealth University

# Ways to Contribute to Your Graduate Alma Mater

We hope that, as you read through this newsletter, you are reminded of your graduate school experience (the normative ups and downs, but hopefully an overall positive experience of growth and fond memories) and get a glimpse of the program today. We are very proud of our



community of graduate students and faculty – of the research work, clinical work, and teaching that we produce and contribute to, and of the kindness we have seen, especially this past year, towards each other.

We are grateful to alumni and friends for staying connected to the program and helping support outstanding training for our clinical psychology doctoral students. We are committed to continuing

to find ways to support students and program initiatives – one way that enables us to do this relies on the ongoing and new support of alumni and friends.

I hope you will consider making a gift to the **Clinical Psychology Excellence Fund**, a flexible fund which helps provide support for graduate student research and travel to conferences as well as other strategic program priorities. Or, please consider a gift to the **David and Maeda Galinsky Graduate Student Fellowship** or the **W. Grant Dahlstrom Graduate Student Fellowship**, funds that honor our former colleagues and help us recruit top graduate students to Carolina. We are also excited to announce the new **Thomas A. Wadden Fund for Behavioral Medicine and Health Psychology**, thanks to the generosity of alum Dr. Thomas Wadden, which will support clinical psychology graduate students engaged in research in behavioral medicine or health psychology. Donating to any of these funds is possible via the link below.

*Any amount is appreciated! Thank you!*

Gratefully,  
Anna

**To Make A Gift Online, Please Go To:**  
**<http://clinicalpsych.unc.edu/make-a-gift/>**

# WELCOME TO THE ENTERING CLASS OF FALL 2021!

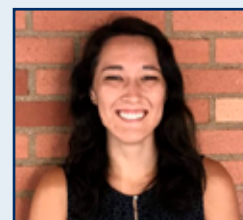
Whereas we met the students who started in Fall 2020 in person at the February 2020 interview day, we are just now meeting in person the students starting out this fall since we, and most other programs, had a virtual interview day this past spring.



**Katherine Benson**  
Butler University



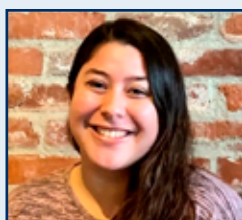
**Emma Choplin**  
University of North  
Carolina at Chapel Hill



**Kaitlin Cummings**  
University of California,  
Los Angeles



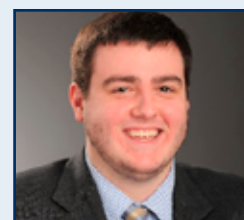
**Amanda Haik**  
Middlebury College



**Paulina Linares**  
University of Houston



**Ruofan Ma**  
University of Waterloo



**Nicholas Myers**  
Towson University



**Esmeralda Navarro**  
Williams College



**Lauren Wash**  
University of Illinois  
Urbana-Champaign



**Yolanda Yang**  
Washington and Lee University

## LOOKING FORWARD TO GETTING TO KNOW THESE FOLKS!