We are extremely pleased to announce that Stephanie Jarvi, a fifth-year student in the PhD program, has received the National Research Service Award (NRSA; also referred to as the F31). The F31 is a funding mechanism for pre-doctoral applicants to receive support for dissertation research. The award that Stephanie received is funded by the National Institute of Mental Health (NIMH). This award will provide her with two years of funding for her dissertation research as well as an external mentorship team of sponsors and consultants. Stephanie is the second student in our clinical psychology program to receive this grant-funded award. Julie Yeterian, a sixth-year student in the program, also received this distinguished award last year.

We had a chance to catch up with Stephanie and ask her to share with us her research, career goals, and some words of wisdom for future students interested in applying for grants. Please join us in congratulating Stephanie!

Tell us a little bit about your research:

My dissertation research is on non-suicidal self-injury (hurting oneself in the absence of suicidal intent, for example, cutting, burning, or self-hitting) and identity. Specifically, this project, “A Mixed Methods Analysis of Implicit and Explicit Non-Suicidal Self-Injury,” aims to further understand the concept of forming an identity with non-suicidal self-injury. That is, whether an individual who has engaged in self-injury identifies as a “cutter” or “burner” in the same way that one might identify and label oneself as a “runner” or “student.” According to some of Matthew Nock’s work at Harvard, not only do people identify as “cutters” in an implicit and automatic manner, but this identity may put them at higher risk for continued maintenance of non-suicidal self-injury over time. In addition to implicit associations with (Continued on page 4)

Living Learning Community Update by Riley Sweeney

The psychology Living Learning Community (LLC) is one of the newer Living Learning Communities residence life has to offer. The LLC brings together incoming students who are all psychology majors. Living together, as well as taking similar classes, provides residents a great opportunity to build even stronger connections than most freshmen or transfer students have with residents on their floor.

As the resident assistant of the psychology LLC, I have been working with our group advisor, Dr. Gary Fireman, to plan programs that appeal to residents’ interests. Professor Sara Danitz has also helped with planning the programs. She is a PhD student in the clinical psychology program at Suffolk, as well as a professor of the general psychology (Continued on page 2)
Mental Health Counseling Program Update
by Dr. David Shumaker, Director

The Mental Health Counseling (MHC) program has been thrilled to welcome our largest class of first-year students this past fall. We have students joining our program from all over the globe and continue to enjoy a diverse and eclectic student body. This year we are extremely pleased to introduce the accelerated joint Bachelor’s/Master’s program that is designed to provide current Suffolk University undergraduate psychology majors in their junior year of study an early opportunity to enroll in our MHC program and take two masters-level courses in their senior year of study prior to enrolling full time in the MHC program following graduation. We think this will provide outstanding Suffolk undergraduate psychology majors an excellent way to get a sense of our program and its culture sooner than most students, and it will also afford these exceptional students both a cost savings and time (and anxiety) savings by waiving the GRE requirement for enrollment. Interested students should speak to their advisors or contact me at dshumaker@suffolk.edu for more information.

This year we are also thrilled to introduce a new department faculty member, Dr. Lotte Smith-Hansen, to our program. Dr. Smith-Hansen will devote part of her efforts as the Clinical Training Coordinator (CTC) to helping our students procure practicum placements. Dr. Smith-Hansen has an extremely rich clinical and research background as well as in-depth knowledge of the greater Boston practicum and internship scene and will surely be an invaluable resource for all of our students moving forward.

Speaking of practicum and internships, we are extremely pleased to have 20 second-year students currently thriving at a variety of stimulating sites throughout the greater Boston area, including the South Boston Neighborhood Health Center, MCI-Concord, Victory Substance Abuse Recovery Programs, and the Fecteau-Leary High School in Lynn, Massachusetts. The second-year practicum placement allows students an intensive and rewarding field experience where they put the clinical skills learned in the classroom to great use treating a variety of clients in need. We are also working closely with Dr. Erika Gebo, the director of the Crime and Justice Studies (CJS) graduate program, to facilitate a smoother and more rewarding graduate experience for our dual-degree MHC/CJS students.

Finally, we are excited to see an increase in interest in our Certificate of Advanced Graduate Study (CAGS) program not only by graduates of the Suffolk MHC program but also by students who have received master’s-level training from other institutions. The CAGS program is designed to fulfill the final course and internship requirements in order to sit for the licensing examination as a Licensed Mental Health Counselor (LMHC) in the state of Massachusetts. We are thrilled to offer advanced training to these students, many of whom are using their paid, full-time jobs as internship placements. In a time of growth and evolution, there are so many great opportunities to explore in the MHC and CAGS programs.

For more information about the Accelerated Joint Bachelor’s / Master’s Degree Program, please check out our website: http://www.suffolk.edu/college/departments/55496.php

LLC Update Continued

class. Our programs thus far have included welcome dinners and advising sessions. The welcome dinner allowed a conversation between the advisors and residents regarding the LLC and psychology in general.

Throughout the dinner residents were extremely talkative and engaged, which was wonderful because they had great questions for Dr. Fireman and Professor Danitz. We also had a program dedicated to advising regarding which classes to take as well as a de-stress activity. This was a great way for the residents to ask advising questions in a more casual setting.

We are currently planning an advising lunch which will be dedicated to answering questions concerning where the residents can go with their psychology degree. Thus far the residents have responded positively to the programs and are happy that they get to be a part of the LLC. The residents that are in the LLC are some of the most involved students on my floor. I am pleased with how this semester with them has gone, and I am excited to see what else we can do next semester.
PhD in Clinical Psychology Program Update
by Dr. Lance Swenson, Director of Clinical Training

The Clinical Psychology PhD program has been witness to many exciting transitions this past fall! Let me begin with the student body. We joyfully welcome the nine members of the 2014/2015 cohort: Christina Athineos (mentored by Debra Harkins), Gina Falcone (mentored by Matt Jerram), Jenesse Kaitz (mentored by Sukanya Ray), Sarah Levy and Ryan Mace (both mentored by Dave Gansler), Regina Musicaro (mentored by Michael Suvak), Sana Sheikh (a respecialization in clinical psychology candidate), Abigail Stark (mentored by Gary Fireman), and Alex Wheeler (mentored by Rose DiBiase). These students definitely hit the ground running and embraced the challenges and growth opportunities associated with doctoral training. At present they are finishing up their first semester coursework (and I am sure they are looking forward to their final exams!), considering the various options for their first-year practicum experience, and are preparing their Early Research Project proposals. And many of them are still smiling!

I am also pleased to mention the 11 students completing their doctoral clinical internships. These students include Kristen Batejan (University of New Mexico Health Science Center), Hope Forbes (University of Michigan Institute of Human Adjustment), Camila Godoy-Delgado (The May Institute), Erin Hill (Astor Services for Children & Families), Aviva Katz (Boston Consortium in Clinical psychology), Cecile Morvan-Campbell (Mississippi State Hospital), Renee Poulin (Edith Nourse Rogers Memorial VAMC), Brian Rood (Northwestern Medical School), Nick Taylor (The Help Group), Twyla Wolfe (Boston Medical Consortium/Boston University) and Eva Woodward (Alpert Medical School of Brown University). In addition to completing this major milestone, many of these students will be defending their dissertations in the spring and are applying to post-doctoral fellowships to crystalize their areas of clinical expertise. To you I say, “Go Team!”

Besides those marking the beginnings and the endings of their time at Suffolk, we should note the other 42 members of the student body who are preparing to defend their Early Research Projects, getting ready for clinical comprehensive exams, proposing their dissertations, or in the midst of applying and interviewing for clinical internships. It is certainly an exciting and always dynamic time, and we are thrilled by the perseverance, dedication, scholarship, and successes of each and every one of you!

We have also experienced transition among the faculty. As mentioned in the spring newsletter, Dave Gansler stepped down as DCT at the end of the 2013/2014 academic year. We benefited greatly from Dave’s leadership these past three years, and he most certainly left very big shoes for me to fill (size 13 I believe!). Also, Tracey Rogers left Suffolk at the end of the year to pursue new, exciting opportunities at the University of Massachusetts Boston. Tracey was our Clinical Training Coordinator for the past seven years, and we owe much of our program’s success to her tireless and excellent efforts. Thank you both for all you have done to advance the strength of our program. I also want to mention the two newest members of our faculty. We were very fortunate to add Lotte Smith-Hansen and Gabrielle (Gaby) Livernant to our team! Lotte earned her PhD at the University of Massachusetts Amherst and joined us as the new Clinical Training Coordinator. Gaby received her PhD from Boston University and worked within the VA Boston Healthcare System. She adds her experience and expertise to our doctoral faculty. Welcome! And, in case you were wondering, both Lotte and Gaby are, in part, responsible for the lovely snail at the top of this update.

Safe and happy holidays to each and every one of you!

School Counseling Program Update

Our School Counseling class of 2015 has been making great progress and a positive impact both on and off campus. The School Counseling students have been supporting secondary school students at external sites across the greater Boston area, including Boston College High School, Watertown High School, Boston Latin Academy, and Lexington High School. Under the direction of Dr. Carol Kerrissey, interim Director of the School Counseling program, these students are preparing to enter their final semester in the program. The upcoming semester will mark the final semester, not only for our rising graduates, but for the School Counseling program at Suffolk University. Within the past ten years, 135 students have graduated from the School Counseling program. Students have made significant contributions to the Boston community and with the students they counsel.
non-suicidal self-injury (assessed using a computer-based Self-Injury Implicit Association Task), I am also interested in if, and if so how, people explicitly and consciously form identities associated with this behavior. Thus, I will explore explicit identity with non-suicidal self-injury through qualitative interviews with individuals who have engaged in this behavior. This research may offer significant and clinically useful information that can be used to modify and improve risk assessment procedures and treatment of high-risk behaviors like non-suicidal self-injury.

How would you describe your experience at Suffolk?

My time at Suffolk has been fantastic. The psychology department is diverse, enthusiastic, and incredibly responsive to students. I am a member of Lance Swenson’s Adolescent Relationship & Risk-Behavior (ARR) Lab. Our graduate faculty are amazing educators and supporters of student growth and professional development; I have learned much more than I have been able to digest from many professors at Suffolk. I continue to feel encouraged and anchored by the department in academic, research, and clinical endeavors. I’ve also been teaching in the psychology department myself since last fall and have met some fabulous undergraduates in my general psychology courses over the past three semesters; teaching at Suffolk and getting to know young psychology majors has added an inspiring and fulfilling component to my doctoral training. I am very much looking forward to teaching Developmental Psychopathology this spring! Finally, I’ve met a number of intelligent, dynamic people at Suffolk—peers and future colleagues who will be lifelong friends and have shaped the way I think and learn.

What advice would you give to students thinking about applying for this, or similar, grants?

The most crucial factor for me over the course of applying for this grant was the mentorship and cheerleading I received from my advisor, Lance Swenson, and co-sponsor, Michael Arney, and the team of amazing consultants and supporters included on the grant, including our very own Amy Marks, Sue Orsillo, and Gary Fireman, as well as Arielle Baskin-Sommers, Throstor Bjogvinsson, Jennifer Muehlenkamp, and Benita Jackson. Having a team of fantastic mentors during the application process not only significantly improved the quality of the project but also allowed me to learn about the craft of grant writing and made a sometimes stressful process enjoyable and meaningful. I also suggest reaching out to other students who have successfully received similar grants; Julie Yetarian received the NRSA last year and was unbelievably helpful as I wrote, applied, revised, and waited for good news! Practically speaking, pay attention to details. Don’t cut corners to save time, break tasks up into manageable mini-to-do’s, and remember that you’re writing this application because you’re passionate about the project/area of research. Your passion and persistence can have a significant impact on how reviewers read and evaluate your work. Lastly, most grant applications are written more than once; learn to welcome and accept rejection and critical feedback!

What are your plans upon graduating?

Following graduation and completion of postdoctoral training, I hope to engage in a versatile career that allows me to apply myself in research, teaching, and clinical work. And more grant writing! I aim to continue to work from this current platform and build a program of research in the broad area of emotional dysregulation and associated maladaptive risk behaviors, specifically non-suicidal self-injury. I am also interested in furthering development of empirically supported behavioral treatments for non-suicidal self-injury through treatment outcome research. I am hoping that an academic career also allows me some time to practice as a clinical psychologist; I have found clinical work to be one of the most rewarding experiences in my training and it continues to challenge me in very different ways than academia tends to. I’m not exactly sure where I’ll end up! One of the best things about this degree is the freedom and flexibility it offers in terms of career choice, and I think Suffolk has prepared me well to pursue a number of opportunities in the field of clinical psychology.
Psychology Dissertation Research Award

The psychology department will acknowledge outstanding academic achievement of a doctoral student engaged in dissertation research through its Doctoral Dissertation Research Award. This is a meaningful opportunity for alumni, parents, and friends to contribute to the success of a deserving Ph.D. student.

A heartfelt thank you to all the alumni who generously donated to this award!

If you would like to make a donation to the Dissertation Research Award, please visit:
www.suffolk.edu/giving

When donating online, please enter Psych Dissertation in the “Other” field under “Fund.”

You can also send a check by mail to:
Suffolk University Office of Advancement
8 Ashburton Place
Boston, MA 02108
Please indicate Psych Dissertation on the check’s memo line.

You can be confident that your donation of $25 or more will directly benefit the department’s award winner, to be announced in March 2015.

Psych 350 – Psychology Internship for Undergraduates

Christian Woodruff recently completed the Psychology Internship (PSYCH 350) course, which is one of our career-focused courses. He interned at the Massachusetts General Hospital Psychiatry & Neurodevelopmental Genetics Unit located in the Boston area. While at his internship site, he participated mostly in data entry and data organization. Christian spent about 7 hours a week there for a total of 100 hours throughout the semester. His best memory was when the study director made the senior investigator (a neurologist) brain cupcakes for his birthday. Through this internship, Christian learned how psychology can be applied to a broad range of disciplines, as opposed to the one-on-one clinical setting that might come to mind for most people. His advice for those interested in this internship course is to never say "no" to an opportunity. Christian’s experience is one example of a wide range of career opportunities available to psychology students at Suffolk.

For more information about PSYCH 350 – Psychology Internship, please check out our website:
http://www.suffolk.edu/college/departments/14080.php

Students can learn more about possible internship sites by visiting the Undergrad Psych Resources site within Blackboard. This site, created by Dr. Orsillo, is a new addition that all psychology undergraduate students can access at any point during their time here at Suffolk.
Meet Dr. Lotte Smith-Hansen

Lotte Smith-Hansen received her master's in Clinical Health Psychology from Texas State University in 2004 and in 2005, she moved to Massachusetts. She received her PhD in Clinical Psychology from the University of Massachusetts Amherst in 2010. Lotte completed her internship and clinical postdoc fellowship at the Cambridge Health Alliance, along with a part-time research postdoc at Mass General Hospital. After this, she taught undergraduate and graduate courses at Salem State University as a visiting assistant professor for two years, while also starting up her private practice in Cambridge. Lotte began her new job as Clinical Training Coordinator (CTC) in the psychology department on September 1st.

In addition to her work as CTC, Lotte is continuing her research in psychotherapy process and outcome. Using data from an ongoing, six-year longitudinal study of naturalistic treatment at Cambridge Health Alliance, Lotte explores the complex associations of patient characteristics, treatment process, and treatment outcome. Lotte is most interested in process-outcome associations, examining how the therapeutic alliance and therapist’s use of various techniques are linked to outcomes, and, in essence, unpacking how and why treatment works. The treatment is integrative and includes both psychodynamic and cognitive-behavioral elements. By including patient characteristics in the analyses, Lotte examines what works for whom. She is able to capitalize on the nested and longitudinal nature of the data by using structural equation modeling (SEM) and hierarchical linear modeling (HLM).

What do you like best about teaching at Suffolk?

Having taught undergraduate courses for four years during my PhD program and then for two years after graduating, I am really happy to become involved full-time with graduate training. Even in my past job, my favorite thing was teaching graduate students. Now, in my job as Clinical Training Coordinator, I get to work with both master’s and doctoral students. What could be better than being involved in training the next generation of counselors and clinical psychologists?

When you aren’t here in the department, where can we find you?

At Whole Foods, reading food labels and comparing five kinds of quinoa in terms of the fiber, protein, and vitamin content. Or at home, cooking up healthy meals or chopping mounds of vegetables. We do a lot of cooking and food prep at our house during evenings and weekends.

What is one of your “must-haves” for winter?

Lots of candles. Winters in Denmark are long and dark, so I grew up with lots of cozy things for the winter, including candles, hot tea, warm fresh-baked bread, big fluffy blankets, and that kind of thing. The Danish word “hygge” is not translatable into any single word in other languages, but it means something like coziness and good, warm feeling.

Meet Dr. Gabrielle Liverant

Gabrielle (Gaby) Liverant joined the psychology department at Suffolk University in September. Prior to coming to Suffolk, she served as the Director of the General Mental Health Clinic at the VA Boston Healthcare System, where she was involved with training and mentoring psychology doctoral students. Gaby received her doctoral degree in clinical psychology from Boston University (BU) in 2007. At BU, she trained at the Center for Anxiety and Related Disorders with a focus on cognitive-behavioral therapy (CBT) for adults with depression and anxiety. Gaby is a licensed clinical psychologist who is active in national organizations that promote the use of evidenced-based psychotherapies. She currently serves as the chair of the Academic Training Committee for the Association of Behavioral and Cognitive Therapies. In this role, Gaby helps to develop and maintain teaching resources for educators who teach courses in CBT at the undergraduate and graduate level. Gaby’s own teaching includes courses in health psychology, abnormal psychology, psychopathology, and the causes and treatment of anxiety disorders.

One of Gaby’s research interests includes examining the underlying mechanisms that contribute to depression, post-traumatic stress disorder (PTSD), and anxiety. This includes investigation of ways in which people react to and change their behavior in response to receipt of rewards and punishment.

What do you like best about teaching at Suffolk?

Interactions with students inside and outside of the classroom have been the highlight of teaching at Suffolk so far. Suffolk students are enthusiastic about learning, participate, and contribute both critical analysis of course material and “real world” work and life experiences to class discussions.

(Continued on page 7)
When did you first become interested in the field of psychology?

I actually did not decide to get a graduate degree in psychology until several years after finishing college. I majored in government with a focus on international relations as an undergraduate at Wesleyan University. My desire to better understand struggle and human suffering led me to focus my government studies on conflict zones like the Middle East. After college, I worked at a lobbying firm in Boston. While working there, I realized that I preferred to approach human distress and conflict at an individual, human-to-human level instead of through governmental structures and policy. I then applied to doctoral programs in clinical psychology and found a meaningful career for me.

What advice would you give someone who is considering a career in psychology?

Get information. Talk to as many professors and people that work in the field as you can. There are many different career paths in psychology, and they are so different in terms of time spent in graduate school, what you will learn in your studies, and what you can do with the degree when you graduate. I would recommend talking to as many people as you can to make an informed choice about what you might want to do as a next step in your education and career.

Meet the 2014-2015 Psychology Work-Study Students

**Aretha Van Sluytman** is a junior psychology major, minoring in Spanish. In five years she hopes to be nearing the end of grad school. Her dream job would be a clinical psychologist, specializing in child psychology. Aretha lived in Spain for a year where she developed a love for Spanish language and culture.

**Cierra Morson** is a sophomore majoring in psychology. Born and raised in Boston, she commutes to Suffolk from her home in Dorchester. In ten years, she hopes to see herself finishing up grad school with a budding career in forensic psychology, specializing in adolescent trauma, and hopefully raising two babies.

**Mikaela Trzesniowski** is a sophomore majoring in psychology and double minorin in sociology and women and gender studies. She is originally from Connecticut but hopes to move to North Carolina for grad school. She is currently trying to be okay with the fact that she has no idea what she wants to do with her life and that she misses her cat.

**Ellie Gonzalez** is a senior psychology major. She is graduating early to live abroad and become fluent in French. After studying abroad in Paris, she has decided she would like to go back to Europe for a gap year. In five years, she hopes to be fluent in French and German and be pursuing a dream career in nonprofit management/ international development.

**Khiana Pierce** is a sophomore majoring in psychology and minoring in sociology. She likes the salads at 73 Tremont; it is her favorite place to get food on campus. Khiana likes Suffolk University because it is right in the heart of Boston and because it is two hours away from her hometown. Khiana’s dream job lies within the field of grief counseling.
Meet the New Psychology Department Staff

Abby Thibodeau grew up on an island in Maine and spent her first year of college in Nova Scotia. After years of rural living, she decided it was time for a change and moved to Boston in 2009. While working full time as an assistant property manager, she attended the University of Massachusetts Boston, and in 2013, she earned a B.A. in English. After receiving her degree, Abby worked as an editor for an e-learning firm in Waltham, MA and assisted in building a variety of online courses—including anthropology, business ethics, and English—for colleges and universities across the country. Her work in online education inspired her to pursue a more hands-on role within a university setting. She joined the psychology department staff in October.

What is it like working in the psychology department?

It’s very busy, which I love, and each day is a new, exciting challenge. I’m very happy to be working in an environment where everyone works hard and supports one another. I feel truly lucky to be a part of the team here.

What are your top three favorite things to take on a vacation/trip?

I think the best vacations actually require very little, so with that in mind, I would say: a good pair of walking shoes, a notebook, and a pen.

What do you like about Suffolk?

Even though I’m still very new here, I feel a strong sense of community—within the department, across departments, and even across campus. Everyone has been very welcoming, and this sense of community has made it very easy for me to transition into my role.

What is your “must-have” item for winter?

One of my absolute “must-haves” is a warm bathrobe—preferably polar fleece or flannel. This is especially important if your roommates, like mine, refuse to turn the heat on until January.

What is your favorite book?

One Hundred Years of Solitude by Gabriel García Márquez. I’ve read it many times, and each time I read it, I see something different and learn something new.

Eileen Mieses grew up in Lynn, Massachusetts with her parents and younger brother. Although she was very interested in psychology, her primary courses at Suffolk were finance-related due to a mix-up on her application. Nonetheless, she learned crucial time management skills which were beneficial to her as she juggled her course load, part-time job, work study and occasional volunteering. She previously worked in the psychology department as a work-study student. She earned her Bachelor of Science from Suffolk University in 2014, and shortly thereafter began her full-time position in the psychology department.

What is it like working in the psychology department?

There are many things going at once, which I personally enjoy. Every day encompasses a different task or situation where I can help a student. The best thing about working here is that as a former student at Suffolk, I can field questions I once had.

What made you decide to go to Suffolk for your undergrad?

Suffolk has a lot of qualities that truly welcome you, perhaps due to class size or countless resources, however I felt as though there was support to truly gain knowledge and experience in each major.

What advice would you give an undergraduate who is considering declaring a psychology major?

I strongly encourage you to research the different careers in psychology and find a few that match your interest. Volunteer or intern at a few organizations out of your comfort zone. There are valuable lessons learned when working for “free”, it builds character.

When you aren’t here in the department, where can we find you?

If the weather is nice I am usually on the commons reading or people watching. However, I am most likely going out to lunch finding a new restaurant.

Who is your biggest role model?

Eleanor Roosevelt because she stood up for the same things women are still fighting for today sixty years ago. That’s truly admirable. Besides that, Ernesto Che Guevara, not for his ideals but for his passion to make a change.
Alumni Highlight: Bachelor of Science in Psychology

Jennifer Borjas was born and raised in Dorchester, MA in a low-middle-class community. She is half Honduran and half Native American. Her family immigrated here in 1979. She attended Boston Public schools before transferring to Concord, Massachusetts in 6th grade through the Metropolitan Council for Educational Opportunity (METCO) program. In 2010 she attended Suffolk University where she started off majoring in criminal justice but then switched to psychology with a minor in sociology. A recent graduate, she is currently enrolled full time at Simmons School of Social Work. Jenny will be receiving her Master of Social Work in 2016 and hopes to engage with at-risk youth, particularly suicide prevention, in a hospital setting.

What was your favorite memory at Suffolk?
My favorite memory at Suffolk…. Hmm. Pretty hard question, there are a lot of memories at Suffolk that consisted of crying, anger, and happiness. My favorite, I would say, would be the times I would have life discussions with Dr. Lance Swenson and Dr. Amy Marks. These conversations would be full of laughter with a hint of seriousness, along with tears of joy and frustration. When having a conversation with both professors, it would be a life lesson that even until today, I remember. Don’t get me wrong, all the teachers are great, but there are a few that will make an impact in your life and I must say it was Dr. Swenson and Marks. Also working in the psychology department as a work-study student was one of the best experiences. The ability to have communication with students from all over the world was great. Also seeing Dr. Fireman running through the hallways, along with him telling his childhood stories, is something I will not ever forget.

Do you have advice for current students?
Start and finish strong. Continue to do your best and show that you care and are trying. When in doubt, do not hesitate to ask for help. Pay attention to your financial aid!!! Very important! Count the credits, and remember this: if one class fulfills two requirements, that class credit will only count ONCE! Not twice, just ONCE. In the end, do what YOU have to do. I am not saying do not have any friends and be a loner or not help one another, but at the end of the road, focus on yourself and your education.

Are there any resources you wish you used while at Suffolk?
I used the ones that were available to me. I probably did miss a few but the resources I did use and used throughout my whole my undergrad were from the psychology and sociology departments.

Alumni Highlight: Master of Science in Mental Health Counseling

Lea Dickson completed her master’s degree in 2011 and her Certificate of Advanced Graduate Study (CAGS) in 2012, both at Suffolk. She was trained in substance abuse counseling during her practicum and found the work challenging but also compelling and meaningful. She currently wears many hats; however, her primary focus is addressing and preventing substance-use problems among adolescents and young adults. She serves as the coordinator for two programs on the north shore and is in private practice on the south shore. The programs she coordinates are the SUN (Substance Use Navigation) Project and the Student Assistance Program. Both programs offer direct services, resources and education to young adults and their caregivers around emerging substance-use problems. She also feels fortunate to share her private practice office space with Dr. Shumaker, who was a mentor to her during her time at Suffolk.

Thanks to the diversity among her positions, Lea enjoys a great deal of variety in her daily work. Through private practice she is keeping her clinical skills sharp but is also getting a taste of other arenas within the mental health field, including program development, supervision and training, treatment navigation, school-based services, grant writing, the list goes on! Lea is extremely proud to be a part of the efforts to address the current health crisis of substance-use disorder in the state of Massachusetts, specifically related to the explosion of opiate use and dependence.

(Continued on page 10)
What is your favorite memory at Suffolk?

Group therapy class and counseling skills lab were both very powerful for me. I learned a lot about myself as a clinician and a person. I learned how to “let go” of problems that cannot be solved through one conversation. I also learned that a therapeutic process does not have to involve a fancy skill or a technique (though those are helpful!) but can take place when you simply listen to someone and they feel heard. Also, I can’t forget Dr. Medoff doing a cop impression when teaching “duty to warn” during ethics class and Dr. Shumaker’s stories about his sons.

Any advice for current students?

The behavioral health field can be a very difficult place to work. Recognize that your interactions with your colleagues and coworkers are just as important to your quality of life as your interaction with your clients. Passionate people just entering the field are in a great position to create a positive working culture. We are all in this together, so take every opportunity to help and support other clinicians, provide mentorship to interns and take good care of yourself when you aren’t working.

Alumni Highlight : Ph.D. in Clinical Psychology

Mallory Dimler graduated from the Clinical Psychology program in 2013. After finishing her internship and post-doctoral fellowship, she obtained licensure as a clinical psychologist in Massachusetts. As of September, Mallory has been working as a staff psychologist in the McLean Anxiety Mastery Program (MAMP), an intensive day program at McLean Hospital for kids and teens with anxiety disorders. In this program she applies CBT and exposure-and-response prevention and incorporates acceptance-based techniques with exposure work. Mallory also supervises doctoral-level practicum students. Outside of her role in MAMP, Mallory has a small private practice, specializing in anxiety disorders and eating disorders. Through her private practice, she sees adolescents and young adults and provides CBT and exposure therapy in the community. Mallory lives in Boston with her fiancé; they are getting married in July 2015.

Your favorite memory at Suffolk

Wow, this is a tough question to answer since I have so many wonderful memories from Suffolk, especially with the "hort". I’d have to say that my favorite memory is from my third year in the program. We decided to pull a prank on the department for our last day of graduate classes. We swapped the furniture in the student lounge with the furniture in the grad classroom. We also swapped the faculty photos with our photos, and filled Gary and Lance’s offices with balloons. Although Gary surprised us and was in his office much earlier than we expected!

Do you have any advice you have for current PhD students?

My advice for current PhD students is to take one hurdle at a time and just know that there is a finish line. It doesn’t feel like there is a finish line for a long time, but it’s there!

Anything else you’d like to include?

I am very grateful for my experience at Suffolk. Special shout out to Lance and the ARR lab!

Want to stay connected with our alumni network? Update your contact info:

http://www.suffolk.edu/alumni/1332.php
**Department Announcements**

**Amy Marks** accepted an Associate Editor position at the Journal of Adolescent Research.

**Alysha Thompson** accepted a position as staff psychologist on the Adolescent Inpatient Unit at Bradley Hospital.

**Mandi White-Ajmani** welcomed her third child, Cole, on April 10, 2014. Mandi, Sameer, big brother Nolan, and big sister Olivia are thrilled to have this smiley, happy boy complete their family!

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**Department Publications and Presentations**

**Publications**


Presentations


Danitz, S.B., Suvak, M., & Orsillo, S. (2014, November). The mindful way through the semester: Evaluating the impact of integrating an acceptance-based behavioral program into a first year seminar for undergraduates. In Z.E. Moore (Chair), Innovative Mindfulness and Acceptance Based Interventions for College Student Mental Health. Symposium to be conducted at the annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.


Orsillo, S.M. (2014, November). Mindfulness and anxiety. Two day workshop presented at the bi-annual conference of the Psychology Association of Saskatchewan, Saskatoon, Saskatchewan, CA.


Thompson, A. D. & Coyne, L. W. (2014, June). The role of social support and psychological flexibility in the transmission of depression from mother to child. In Rayner, M. (Chair), ACT for Parents. Symposium presented at the meeting of the Association of Contextual Behavioral Science, Minneapolis, MN.


Dissertation Defenses

Erika Clark successfully defended her dissertation on May 28th, 2014 entitled: Coping Style, Locus of Control, and Headache as Predictors of Mild Traumatic Brain Injury Outcome.

Michelle Jackson successfully defended her dissertation on June 9th, 2014 entitled: Sexual Minority Men’s Experience and Disclosing Adult Sexual Assault Experiences: A Qualitative Examination.
With finals over, term papers handed in, and everyone heading off for the winter break, it is time to say, “Happy holidays and congratulations on completing the semester!” I hope that you all have a wonderful holiday with those you love. For those students who are graduating mid-year, I also say congratulations!! I encourage you to attend the May graduation ceremony to walk across the stage. Graduation is a significant accomplishment that deserves to be celebrated.

As can be seen in this newsletter, the psychology department welcomed several new people this fall. We are thrilled to have two new faculty, Drs. Liverant and Smith-Hansen. A third new hire, Dr. Schwartz, will arrive fall 2015. Both Drs. Liverant and Smith-Hansen have already made a significant and positive impact on the department in teaching, research, and service. I am also thrilled to report that we hired two new psychology staff, Abby Thibodeau and Eileen Mieses. Both are amazing individuals who are critical to the effective running of the department and for student support. For folks on campus, stop by and say hello to the new additions. I am sure you will enjoy meeting all of them.

Suffolk University psychology students, faculty, and alumni continue to achieve great things. A sample of these successes can be seen in this newsletter. Going forward I invite you all, especially alumni, to keep in touch and send us your news and accomplishments. Send this to us by email at psychdepartment@suffolk.edu or visit the Suffolk University Psychology Alumni LinkedIn page. We love hearing from you. To current students, please stay engaged in the Suffolk community through clubs, organizations, and affiliations, including PsiChi, psychology club, and faculty research labs.

Finally, I would like to mention two recent developments in our department. First, this fall semester we successfully offered two new courses: Forensic Psychology and Health Psychology. They were well enrolled and students really enjoyed them. These courses were developed in direct response to students’ comments on department surveys. We really listen to our students and value student feedback. We encourage students to always complete departmental surveys. Second, we are building on our successful program for undergraduate internships. We have had over 100 partnerships with agencies in health and mental health, education, government, law, and business. We are focused on helping students make connections and start their careers. To this end, we will be introducing additional support for our undergraduate students interning next academic year. Stay tuned for more exciting updates in the spring.

Happy Holidays!