

## Robert I. Westerholm, Ph.D.

### Work Address

Metropolitan Center for Cognitive Behavior Therapy  
Specialists in the Treatment of Anxiety and Related Disorders  
30 E. 76<sup>th</sup> St., 6<sup>th</sup> Floor  
New York, NY 10021  
Office: (212) 362-2820  
Email: [drwesterholm@metropolitancbt.com](mailto:drwesterholm@metropolitancbt.com)

### **EDUCATION**

Post-Doctoral Fellowship: Columbia University Medical Center/New York State Psychiatric Institute:  
Child Clinical Psychology Track

Pre-Doctoral Internship: Columbia University Medical Center/New York State Psychiatric Institute:  
Child Clinical Psychology Track

Graduate Program: DePaul University: Chicago, IL (APA-Accredited)  
Program: Child Clinical Psychology Ph.D.  
GPA: 3.98/4.00

Graduate Degree: 2009: Ph.D. with Distinction  
2006: M.A. with Distinction

Undergraduate Program: Lawrence University: Appleton, Wisconsin  
Major: Psychology and Interdisciplinary Neuroscience  
GPA: 3.73/4.00 (Major)  
GPA: 3.63/4.00 (Composite)

Degree: 2002: B.A. (*cum laude* in course; *magna cum laude* in independent study)

Phi Kappa Phi, DePaul University Chapter: 2005, 2006, and 2007

Dean's List: 1999-2000, 2000-2001, and 2001-2002

Academic All-Conference: 2000, 2001, and 2002

Mortar Board: 2001

Lawrence University Trustee Scholarship

Illinois State Scholar

### **PROFESSIONAL CLINICAL POSITIONS**

**Clinical Psychologist**, Metropolitan Center for Cognitive Behavior Therapy, Private Practice

May 2010 to Current

Duties: Provide individual, dyadic, and family cognitive behavior therapy (CBT) for 30 children, adolescents, and adults in private practice outpatient setting; Conduct initial intake assessments for children, adolescents, and adults; Provide weekly clinical supervision; Participate in weekly peer supervision/case consultation meetings; Provide consultation with schools and collaborate with teachers in treatment planning and in-school intervention.

**Clinical Psychologist**, Columbia University Medical Center/New York State Psychiatric Institute, Department of Child and Adolescent Psychiatry

July 2010 to September 2012

Duties: Provide school-based individual and family therapy for 10 children and adolescents in School-based Mental Health Clinic (SBMH); Plan and co-lead Cognitive Behavior Therapy for Anxiety Group for children (Summer 2010, Fall 2010, Spring 2011, Summer 2011, Summer 2012); Conduct school-based Intake Interviews for children and adolescents; Provide consultation with schools and collaborate with teachers in treatment planning and in-school intervention; Participate in Individualized Education Plan (IEP) school meetings; Conduct formal diagnostic child case presentations; Provide medication psychoeducation to youth and families under supervision of attending psychiatrist; Participate in weekly treatment team case consultation meetings; Work within multidisciplinary team of psychologists, psychiatrists, teachers, and nurses within urban hospital and school setting.

<b>Post-Doctoral Fellow</b> , Columbia University Medical Center/New York State Psychiatric Institute, Department of Child and Adolescent Psychiatry	July 2009 to June 2010
<p><u>Duties:</u> Provide individual and family therapy for 8 children and adolescents with mood disorders in Children’s Anxiety and Depression Clinic (CADC); Provide emergency evaluation, brief treatment/intervention, and aftercare planning for children and adolescents in Children’s Comprehensive Psychiatric Emergency Program (C-CPEP); Provide Interpersonal Psychotherapy for Depressed Adolescents (IPT-A) for 1 adolescent; Provide individual and dyadic Cognitive Behavior Therapy (CBT) for 1 child and parent; Provide individual and family therapy for 3 children and adolescents with comorbid psychiatric and physical disorders in Consultation/Liaison Service (C/L); Plan and co-lead Dialectical Behavior Therapy (DBT) Group for children and adolescents (Fall 2009 and Spring 2010); Conduct weekly Intake Interviews in Child and Adolescent Outpatient Psychiatry Clinic; Provide mentorship to pre-doctoral interns; Provide medication psychoeducation to youth and families under supervision of attending psychiatrist; Conduct formal diagnostic child case presentations; Participate in weekly didactic seminars in Family Therapy, Interpersonal Psychotherapy for Depressed Adolescents (IPT-A), Cognitive Behavior Therapy (CBT) for Children and Adolescents; Work within multidisciplinary team of psychologists, psychiatrists, and nurses within urban hospital setting.</p> <p><u>Supervisors:</u> Laura Mufson, Ph.D., Robert Feiguine, Psy.D., Jonathan Slater, M.D., Mustaq Siddique M.D., Charles Soule, Ph.D., Erica Chin, Ph.D., Miriam Ehrensaft, Ph.D.</p>	
<p><b>PROFESSIONAL CLINICAL POSITIONS (GRADUATE)</b></p>	
<b>Pre-Doctoral Intern</b> , Columbia University Medical Center/New York State Psychiatric Institute, Department of Child and Adolescent Psychiatry	July 2008 to June 2009
<p><u>Duties:</u> Provide individual and family therapy for 4 children and adolescents with mood disorders in Children’s Anxiety and Depression Clinic (CADC); Provide school-based therapy for 4 children in School-based Mental Health Clinic (SBMH); Provide Interpersonal Psychotherapy for Depressed Adolescents (IPT-A) for 1-2 adolescents; Provide individual psychodynamic therapy for 2 adult patients; Conduct psychological and neuropsychological test battery administration, interpretation, and report-writing for children and adolescents; Plan and co-lead Social Skills Group for children (Summer 2008); Plan and co-lead Yoga/Relaxation Group for children (Fall 2008); Plan and co-lead Cognitive Behavior Therapy for Social Phobia Group for children (Spring 2009); Conduct weekly Intake Interviews in Child and Adolescent Outpatient Psychiatry Clinic; Conduct weekly Intake Interviews in Adult Outpatient Psychiatry Clinic; Provide consultation with schools and collaborate with teachers in treatment planning and in-school intervention; Participate in Individualized Education Plan (IEP) school meetings; Provide medication psychoeducation to youth and families under supervision of attending psychiatrist; Conduct formal diagnostic child case presentations; Participate in weekly didactic seminars in Family Therapy, Interpersonal Psychotherapy for Depressed Adolescents (IPT-A), Techniques of Psychotherapy, Evidence-Based Therapies for Children and Adolescents, Child Psychopharmacology, Adult Psychopharmacology, Clinical Evaluation, Cultural Issues, and Ethics; Work within multidisciplinary team of psychologists, psychiatrists, and nurses within urban hospital setting.</p> <p><u>Supervisors:</u> Laura Mufson, Ph.D., Robert Feiguine, Psy.D., Charles Soule, Ph.D., Heather Goldman, Ph.D., Rita Haggerty, Ph.D., Skye Haberman, Ph.D., and Ron Aviram, Ph.D.</p>	
<b>Advanced Child and Adolescent Extern</b> , Cook County/John H. Stroger Hospital, Department of Child and Adolescent Psychiatry	July 2007 to July 2008
<p><u>Duties:</u> Provide individual and family therapy for low-income urban youth and families; Plan and co-lead boys Social Skills Group for 3 children with ADHD diagnosis (Summer 2007); Plan and co-lead girls Anxiety Group for 2 children with Anxiety Disorder diagnosis (Summer 2007); Plan and co-lead boys Social Skills Group for 5 children with ADHD diagnosis (Fall 2007); Plan and co-lead girls Anxiety Group for 3 children with Anxiety Disorder diagnosis (Fall 2007); Conduct weekly Intake Interviews in Child and Adolescent Outpatient Psychiatry Clinic; Conduct weekly Intake Interviews in ADHD Specialty Outpatient Clinic; Provide pediatric and adult Emergency Room (ER) psychological consultation and liaison services; Provide consultation with schools and collaborate with teachers in treatment planning and in-school intervention; Attend weekly didactic and case presentation seminars; Provide medication psychoeducation to youth and families under supervision of attending psychiatrist; Conduct formal diagnostic child case presentation; Work within multidisciplinary team of psychologists, psychiatrists, and nurses within urban hospital setting.</p> <p><u>Supervisors:</u> Robert Swanson, Ph.D. and Fazal Ahmed, M.D.</p>	
<b>Advanced Trainee Psychology Extern</b> , DePaul Community Mental Health Center	July 2006 to July 2007

**Duties:** Provide individual and family therapy for low-income urban youth and families; Provide consultation with schools and collaborate with teachers in treatment planning and in-school intervention; Participate in Individualized Education Plan (IEP) school meetings; Create comprehensive assessment, treatment plan, treatment plan review, and progress notes for each client; Provide individual and group supervision for college senior interns; Supervise school observation assessment reports of 2<sup>nd</sup>-year graduate students; Lead In-Service presentation for multidisciplinary staff and graduate students; Conduct formal diagnostic presentation of pediatric bipolar disorder; Conduct test battery administration, interpretation, and report-writing; Conduct weekly Intake Interviews; Create medication attitudes and compliance questionnaire and co-design and implement study of youth and family medication attitudes and compliance; Participate in weekly didactic clinical training seminars; Participate in weekly psychological assessment didactic seminars; Participate in semiannual all-day diversity trainings

**Supervisor:** Catherine Pines, Ph.D.

**Psychology Extern, UIC Pediatric Mood Disorders Clinic**

September 2005 to July 2007

**Duties:** Provide individual and family therapy for children and adolescents with mood disorder diagnosis; Plan and co-lead RAINBOW Child-and Family-Focused Cognitive Behavioral Therapy group for 8 children and adolescents with Pediatric Bipolar Disorder (Fall 2005); Plan and co-lead RAINBOW Child-and Family-Focused Cognitive Behavioral Therapy group for 7 children and adolescents with Pediatric Bipolar Disorder (Spring 2006); Plan and co-lead RAINBOW Child-and Family-Focused Cognitive Behavioral Therapy group for 7 children and adolescents with Pediatric Bipolar Disorder (Fall 2006); Plan and co-lead RAINBOW Child-and Family-Focused Cognitive Behavioral Therapy group for 8 children and adolescents with Pediatric Bipolar Disorder (Spring 2007); Co-author RAINBOW Child- and Family-focused Cognitive-Behavioral Therapy treatment manual for youth with Pediatric Bipolar Disorder; Collect and analyze data for manuscript on effectiveness of RAINBOW treatment program; Create progress notes and medication referrals for each client; Provide consultation with schools and collaborate with teachers in treatment planning and in-school intervention; Participate in Individualized Education Plan (IEP) school meetings; Perform in-depth mood disorder assessment and write formal report; Attend and present at weekly didactic and case conference meetings with the multidisciplinary clinic team consisting of psychologists, psychiatrists, doctoral nurse clinicians, pharmacologists, and social workers.

**Supervisor:** Amy E. West, Ph.D.

**Psychology Extern, DePaul Community Mental Health Center**

September 2003 to June 2005

**Duties:** Provide individual and family therapy for low-income urban youth and families; Provide consultation with schools and collaborate with teachers in treatment planning and in-school intervention; Create comprehensive assessment, treatment plan, treatment plan review, and progress notes for each client; Plan and co-lead community social skills groups for 5 children with externalizing behavior disorders (2003-2004); Plan and co-lead community social skills groups for 8 children with internalizing and externalizing behavior disorders (2004-2005); Conduct test battery administration, interpretation, and report-writing; Receive weekly individual and group supervision; Participate in weekly didactic clinical training seminars; Participate in weekly psychological assessment didactic seminars; Participate in semiannual all-day diversity trainings

**Supervisors:** Kathryn E. Grant, Ph.D. and Richard Renfro, Ph.D.

**PROFESSIONAL RESEARCH POSITIONS (GRADUATE)**

**Research Assistant, DePaul University. Part-time position**

September 2003 to Current

**Duties:** Analyze client demographic and clinical therapy/intervention data using Crystal Reports; Create formal reports for DePaul University Community Mental Health Center program evaluation; Train graduate students on use of Totally Integrated Electronic Records (TIER) electronic progress note system; Meet with Director of DePaul University Community Mental Health Center to discuss and interpret report data.

**Supervisor:** Sheila Ribordy, Ph.D.

**Research Assistant, DePaul University. Part-time position**

September 2004 to June 2006

**Duties:** Conduct structured clinical interviews for the collection of data during final 2 years of a five-year longitudinal study of stress, coping, and depressive symptomatology among low-income urban adolescents; Perform qualitative data categorization and quantitative data analysis using SPSS to examine the manifestation of major depressive disorder (MDD) in low-income urban adolescents; Conduct inter-rater reliability tests for diagnostic measures; Co-author manuscript on stress and youth depression; Co-author book chapter on depression in youth; Create and present poster on depression in low-income urban youth at Society for Research in Adolescence (SRA); Attend and participate in weekly team meetings to present research findings and discuss manuscript writing and publication.

<u>Supervisor</u> : Kathryn E. Grant, Ph.D.	
<b>Statistical Consultant</b> , Francis Parker School.	June 2004 to September 2004
<u>Duties</u> : Advise and consult with primary investigator on the planning and construction of an SPSS database; Advise on statistical analyses for data analysis.	
<u>Supervisor</u> : Gary Childrey, Ph.D.	
<b>Research Assistant</b> , DePaul University. Part-time position	September 2003 to June 2004
<u>Duties</u> : Perform background research on cross-cultural aspects of disability; Co-author three entries for <i>The Encyclopedia of Disability</i> ; Participate in and plan weekly research meetings.	
<u>Supervisor</u> : Christopher Keys, Ph.D.	
<b>PROFESSIONAL POSITIONS (UNDERGRADUATE)</b>	
<b>Research Assistant</b> , Lawrence University	June 2001 to June 2002
<u>Duties</u> : Supervise and conduct the collection of data for 3-point longitudinal study of child depressive symptoms during the transition to kindergarten; consult with classroom teachers of 3 elementary schools; child and family participant recruitment; data input and analysis using SPSS; create new measures for specific assessment of children and parents based off previously validated and reliable measures; write-up and oral defense of study for senior honors project.	
<u>Supervisors</u> : Gerald I. Metalsky, Ph.D. and Beth A. Haines, Ph.D.	
<b>Developmental Psychology Teaching Assistant</b> , Lawrence University	April 2002 to June 2002
<u>Duties</u> : Assist in preparation, setup, and administration of lab exercises; hold office hours for students; tabulate data; teach students use of PsycInfo and other psychology-related search engines; teach students administration of various psychological tests for children; grade and provide feedback for student lab write-ups and assignments.	
<u>Supervisor</u> : Beth A. Haines, Ph.D.	
<b>Clinical Psychology Intern</b> , Villa Hope – Community Mental Health Facility for adult males with emotional and behavioral disorders	April 2002 to June 2002
<u>Duties</u> : Interact with residents; complete formal resident case study and presentation; give weekly updates on facility and residents during Field Experience in Clinical Psychology class time; perform various tasks as instructed by field supervisor (e.g., assist in medication distribution, token economy, etc).	
<u>Supervisors</u> : Gerald I. Metalsky, Ph.D. (class) and Dan Sheers, M.A. (field).	
<b>Assistant Program Coordinator</b> , Lawrence University London Center London England	September 2002 to June 2003
<u>Duties</u> : Provide daily office hours for student assistance; act as facilitator between London Center and Lawrence University; administer all residential life aspects of the center; engage and educate students regarding university policies and procedures; be available and accessible to serve as initial contact for any student issues or emergencies; initiate programming that supports and augments the academic experience; carry out various jobs as requested by Program Director or Coordinator.	
<u>Supervisors</u> : Bradford Rence, Ph.D. (Director) and Christine Harris, M.A. (Coordinator).	
<u>PUBLICATIONS</u>	

- Sweeney, M., Levitt, J., Westerholm, R., Gaskins, C., & Lipinski, C. (2013). Psychosocial treatment of anxiety disorders across the lifespan. In S. Stahl & B. Moore (Eds.) *Anxiety disorders: A guide for integrating psychopharmacology and psychotherapy* (pp. 71-94). New York, NY: Routledge.
- Westerholm, R. I., West, A. E., Ribordy, S. C., & Pavuluri, M. N. (2009). *The effects of attributional style and hopelessness on medication adherence in youth with pediatric bipolar disorder*. Manuscript in preparation.
- West, A. E., Jacobs, R. H., Westerholm, R., Lee, A., Carbray, J., Heidenreich, J. & Pavuluri, M.N. (2009). Child and family-focused cognitive-behavioral therapy for pediatric bipolar disorder: Pilot study of group treatment format. *Journal of the Canadian Academy of Child and Adolescent Psychiatry, Special Issue: International Perspectives on Pediatric Bipolar Disorder, 18*, 239-246.
- Hankin, B. L., Grant, K. E., Cheeley, C., Wetter, E., Farahmand, F., & Westerholm, R. I. (2008). Depressive Disorders. In M. Hersen & D. Reitman (Eds.) *Handbook of psychological assessment, case conceptualization, and treatment, Volume 2: Children and Adolescents* (pp. 199-230). Hoboken, NJ: John Wiley & Sons.
- Westerholm, R. I., Radak, L., Keys, C., & Henry, D. (2006). Stigma. In *Encyclopedia of Disability* (Volume IV, pp. 1502-1507). Thousand Oaks: Sage Publications.
- Westerholm, R. I., Radak, L., Keys, C., & Henry, D. (2006). Stigma, International. In *Encyclopedia of Disability*. (Volume IV, pp. 1507-1510). Thousand Oaks: Sage Publications.
- Keys, C., Keys, D., & Westerholm, R. I. (2006). Roy Campanella. In *Encyclopedia of Disability*. (Volume I, pp. 211-212). Thousand Oaks: Sage Publications.
- Grant, K. E., Compas, B. E., Thurm, A. E., McMahon, S. D., Gipson, P. Y., Campbell, A. J., Krochok, K., & Westerholm, R. I. (2006). Stressors and child and adolescent psychopathology: Evidence of moderating and mediating effects. *Clinical Psychology Review, 26*, 257-283.

#### **CO-AUTHORED TREATMENT MANUALS**

- West, A. E., Chacko, A., Westerholm, R. I., Carbray, J., Heidenreich, J & Pavuluri, M. Child- and Family-focused Cognitive Behavioral Therapy for Pediatric Bipolar Disorder: The RAINBOW Group Program. Pediatric Mood Disorders Program, University of Illinois at Chicago, Department of Psychiatry. In preparation.

#### **PROFESSIONAL PRESENTATIONS**

- Westerholm, R. I., Ribordy, S. C., West, A. E., & Pavuluri, M. N. (2007). *Attributional style and hopelessness effects on pediatric bipolar medication compliance*. Poster presented at annual meeting of MPA, Chicago, IL.
- Grant, K. E., Westerholm, R. I., Farahmand, F. K., & Taylor, J. (2006). *The manifestation of depression in low-income urban youth*. Symposium presented at biennial meeting of SRA, San Francisco, CA.
- Farahmand, F. K., Westerholm, R. I., & Grant, K. E. (2006). *Stress and depressive symptomatology in a sample of low-income urban youth*. Poster presented at biennial meeting of the SRA, San Francisco, CA.
- Haines, B. A., Hurley, D. B., & Westerholm, R. I. (2002). *Diathesis-stress models of depression and the transition to kindergarten*. Poster presented at biennial meeting of SRCD, Tampa, FL.
- Haines, B. A., Hurley, D. B., & Westerholm, R. I. (2002). *The origins of attributional style in children*. Poster presented at annual meeting of MPA, Chicago, IL.

#### **RESEARCH PROJECTS**

**Ph.D. Dissertation:** The Effects of Attributional Style and Hopelessness on the Manic and Depressive Symptoms in Youth with Pediatric Bipolar Disorder: Therapeutic Implications and Alternate Assessment Methodology.

Chair: Sheila C. Ribordy, Ph.D.

This study examines the attributional style and level of hopelessness of 40 youth with pediatric bipolar disorder (PBD). In particular it examines the effects of attributional style and hopelessness on the manic and depressive symptomatology of children and adolescents with PBD. In addition, it examines the feasibility and validity of the Content Analysis of Verbatim Explanations (CAVE) technique in which trained raters assess the attributions of the youth. Children and adolescents (7-17 years old) with a primary bipolar diagnosis completed measures of attributional style and hopelessness. Parents/guardians completed measures of their child's manic and depressive symptoms. Three blind raters were trained in the CAVE technique and assessed the attributional style of each of the youth.

**Masters Thesis:** The Effects of Attributional Style and Hopelessness on the Medication Compliance of Children and Adolescents with Early-Onset Bipolar Disorder.

Chair: Sheila C. Ribordy, Ph.D.

This study examined the attributional style and level of hopelessness of 25 children and adolescents with pediatric bipolar disorder (PBD). In particular, it examined whether attributional style and hopelessness affect children's and adolescents' feelings towards medication and subsequent medication compliance. Children and adolescents (7-17 years old) with a primary bipolar diagnosis completed measures of attributional style, hopelessness, and medication attitudes and compliance. Parents/guardians completed a measure of their medication attitudes and their child's medication compliance.

**Senior Honors Project:** Diathesis-Stress Models of Depression and the Transition to Kindergarten (*magna cum laude*).

Sponsor: Beth A. Haines, Ph.D.

This study examined the stressful life event of making the transition to kindergarten among 50 5- to 6-year-old participants and their parents. Using the cognitive diathesis-stress models of depression, children were tested 3 weeks before starting kindergarten, 7-9 days after the start of kindergarten, and 5 months after the transition. Attributional style, depressive symptoms, self-esteem, and stress measures were administered to the children in order to determine if the stress of the transition interacted with negative attributional style in predicting depressive symptomatology. Additionally, concordance rates between parent-child attributions were examined in order to gain further insight into the origins of negative attributional style and depression in children.

**Junior Research Project:** Stressful Situations call for Moderating Measures: Moderators and Mediators of the Depressed Mood States Resulting from Stress.

Sponsor: Gerald I. Metalsky, Ph.D.

The effects of different types of stress on certain personality types were explored. This study tested whether the autonomy x achievement stress interaction and the sociotropy x interpersonal stress interaction resulted in depressed mood states among participants. Additionally, three proposed cognitive mechanisms (i.e., self-esteem, negative cognitive triad, and hopelessness) postulated by the cognitive-diathesis stress models of depression to moderate the effects of a give interaction on depressed mood were explored. Each participant was subjected to either an interpersonal or achievement stressor and then given multiple measures to assess their mood state.

### **PROFESSIONAL SERVICE**

Ad hoc Reviewer: *Journal of Social and Clinical Psychology* (2007)

### **TEACHING**

<b>Graduate Teaching Fellow</b> , DePaul University, Department of Psychology Course Taught: PSY 351 "Theories of Personality"	September 2007 to November 2007
<u>Duties:</u> Teach weekly upper-level psychology class; Create Syllabus, Power Point Lectures, Class Projects, Term Papers, and Exams; Grade Class Projects, Term Papers, and Exams; Hold weekly Office Hours to assist students with Course Material, Term Papers, and Exam preparation.	
<b>Graduate Teaching Fellow</b> , DePaul University Department of Psychology Course to be Taught: PSY 334 "Adolescent Psychology"	January 2008 to March 2008
<u>Duties:</u> Teach weekly upper-level psychology class; Create Syllabus, Power Point Lectures, Class Projects, Term Papers, and Exams; Grade Class Projects, Term Papers, and Exams; Hold weekly Office Hours to assist students with Course Material, Term Papers, and Exam preparation.	
<b>Graduate Teaching Fellow</b> , DePaul University, Department of Psychology Course to be Taught: PSY 351 "Theories of Personality"	April 2008 to June 2008
<u>Duties:</u> Teach weekly upper-level psychology class; Create Syllabus, Power Point Lectures, Class Projects, Term Papers, and Exams; Grade Class Projects, Term Papers, and Exams; Hold weekly Office Hours to assist students with Course Material, Term Papers, and Exam preparation.	

### **PROVISION OF SUPERVISION**

<b>Clinical Supervisor</b> , Metropolitan Center for Cognitive Behavior Therapy, Private Practice	July 2012 to Current
<u>Duties:</u> Provide individual Cognitive Behavior Therapy (CBT) supervision and didactics to Clinical Psychologists.	
<b>Clinical Supervisor</b> , Columbia University Medical Center/New York State Psychiatric Institute, Department of Child and Adolescent Psychiatry	July 2012 to June 2013
<u>Duties:</u> Provide individual and group Cognitive Behavior Therapy (CBT) supervision and didactics to 2 <sup>nd</sup> year Psychiatry Residents.	

<b>Clinical Supervisor</b> , Ferkauf Graduate School of Psychology at the Albert Einstein College of Medicine	September 2013 to Current
<u>Duties</u> : Provide individual Cognitive Behavior Therapy (CBT) supervision and didactics to Clinical Psychology graduate students	
<b>Clinical Supervisor</b> , St. John's University Department of Psychology	July 2014 to Current
<u>Duties</u> : Provide individual Cognitive Behavior Therapy (CBT) supervision and didactics to Clinical Psychology graduate students	
<b>Clinical Supervisor</b> , DePaul University Community Mental Health Center	July 2006 to July 2007
<u>Duties</u> : Provide individual and group supervision and didactics in therapy, assessment, and diversity issues to undergraduate senior interns providing group therapy and client care services at the Community Mental Health Center; Provide supervision for 2 <sup>nd</sup> -year graduate students conducting and writing School Observation Reports at the Community Mental Health Center.	
<u>Supervisor</u> : Catherine Pines, Ph.D.	
<b><u>RESEARCH/ASSESSMENT SKILLS</u></b>	
Computer Skills	
<ul style="list-style-type: none"> <li>• Statistical Package for Social Sciences (SPSS)</li> <li>• LISREL</li> <li>• Crystal Reports</li> <li>• Data Base Design and Management</li> <li>• Web Design</li> <li>• Microsoft Excel</li> </ul>	
<b><u>REFERENCES</u></b>	
<p>Michael Sweeney, Ph.D.  Director, Metropolitan Center for Cognitive Behavior Therapy  Telephone: 212-362-2820  Email: <a href="mailto:drsweeney@metropolitancbt.com">drsweeney@metropolitancbt.com</a></p>	
<p>Laura Mufson, Ph.D.  Director, Clinical Child Psychology in Child Psychiatry  Associate Professor of Clinical Psychology in Psychiatry  Morgan Stanley Children's Hospital  Columbia University Medical Center  Telephone: 212-543-5561  Email: <a href="mailto:mufsonL@nyspi.columbia.edu">mufsonL@nyspi.columbia.edu</a></p>	
<p>Charles Soule, Ph.D.  Director, School-Based Mental Health Programs  Assistant Clinical Professor of Medical Psychology in Psychiatry  Morgan Stanley Children's Hospital  Columbia University Medical Center  Telephone: 212-305-7563  Email: <a href="mailto:crs9002@nyp.org">crs9002@nyp.org</a></p>	