

Clinical Psychology in the Liberal Arts College: Surviving and Thriving in the 21st Century

Clinical psychology in the liberal arts academy

The major intellectual concerns of clinical psychology are Psychopathology (the nature, causes, and classification of psychological disorder) and Psychological Treatment (theory and research on the outcomes and processes, i.e., mechanisms of change) of therapeutic interventions. Clinical psychology both draws on, and contributes to, knowledge from the other the subareas of psychology (behavioral neuroscience, cognitive, developmental, personality and social) and is thus centrally located in the discipline. In terms of undergraduate demand for courses, mentoring, and graduate school advising, as well as the number of Ph.D.s earned, it is the largest subfield in psychology. It is interesting, therefore, that the inclusion of, and investment in, clinical psychology as a subfield has come late to liberal arts colleges. Tenure track clinical psychology faculty positions are, by comparison to other subareas, relatively rare and recent. Of the Mellon 23 schools, 8 currently have no tenure track clinical faculty (though a few of these are hiring), 5 have just one, and 6 have two. The story is similar at a number of other very good institutions (e.g., Hamilton and Colgate are currently operating with just one person in clinical). Thus clinical psychology faculty members at these institutions are often working in isolation on a number of pedagogical, research, and professional issues that are specific to the clinical subarea. The reasons for this are beyond the scope of this proposal, though they are not unrelated to some of the topics that may be addressed by the planned conference: misperceptions that faculty trained in clinical psychology are more interested in clinical practice than teaching or research, that the liberal arts setting makes it difficult or impossible to mount a program of research, or that other faculty can adequately cover the teaching and mentoring in the clinical area.

Workshop Content and Format

The goal of the proposed workshop is to enhance the teaching, research, advising, and professional development of participants. Up to 25 interested individuals would gather for a weekend to share their experiences, challenges, solutions, and resources, and to lay the groundwork for an *ongoing* network among us. The conference would be held at Williams College in the spring of 2012. We would convene on Friday evening for dinner and an opening group session in which participants would briefly discuss the history and current state of clinical psychology at their institutions. On Saturday, we would hold break-out groups of 6-12 people to discuss and share ideas on : 1) *Teaching* (topics such as Challenges in teaching the Abnormal Psychology Course; Globalizing the clinical psychology curriculum; Creating

and sustaining experiential education (clinical practicum) courses), 2) *Research* (topics such as Teachers and scholars: Models of clinical research with undergraduates; Beyond the Psych 101 subject pool: Issues in Research with clinical/community populations; Methodology in clinical psychology: Educating students and colleagues), 3) *Career and Graduate School Advising* (topics such as Current controversies and future trends in clinical psychology training; Systems for managing student demand for advising and mentoring). Two guest speakers will help facilitate the discussion of national trends in graduate training.

Prior to the conference, participants will be sent brief descriptions of the breakout sessions and invited to generate additional topics they would like to hear discussed, and to indicate topics on which they have some experience to share. We will use this information to form groups with a mix of people who might learn from each other; the composition of each group would change during the day and each person would have the chance to be with a different group for the Teaching, Research, and Advising discussions. Each discussion will have a moderator/“silent leader” who would facilitate the conversation and help guide the group to articulate a set of ideas and suggestions that can be shared with the larger group. We would reconvene as a group on Saturday evening to debrief and share ideas from the breakout groups and on Sunday morning to build sustainable structures (both interpersonal and technological) for maintaining our networking and collaboration over time. To facilitate the latter, we will involve a Williams IT Department staff member as a consultant.

Impact

The obvious potential impact of this workshop is in supporting and strengthening teaching, research and mentoring/advising in clinical psychology at our home institutions. Further, this is a critical time in the field; a great debate is raging about the science base of clinical psychology and the future of graduate training and the profession (Baker, McFall & Shoham, 2009). Strong liberal arts institutions, by virtue of their emphasis on top-notch, broad training in psychology and deep training in critical thinking, are in a unique position to produce graduates in this area who go on to become the next generation of leaders in this debate and in the profession.

References

Baker, T., McFall, R., & Shoham, V. (2009). Current status and future prospects of clinical psychology. *Psychological Science in the Public Interest*, 9, 67-103.

Workshop Planners

1. **Jessica Borelli**, Assistant Professor, Pomona College
2. **Patricia Dibartolo**, Associate Professor, Smith College
3. **Marlene Sandstrom**, Professor, Williams College
4. **Charles Sanislow**, Assistant Professor, Wesleyan University
5. **Marc Schulz**, Professor, Bryn Mawr College
6. **Laurie Heatherington**, Professor, Williams College (Workshop Liaison)

Department of Psychology/ 18 Hoxsey St/ Williamstown, MA 01267

lheather@williams.edu)

Note: The workshop planners and selected other participants will be the moderators of the break-out sessions. Marlene Sandstrom and Laurie Heatherington will be the local hosts.

Workshop Evaluation

Participants will each complete a brief evaluation of the workshop. Chris Winters, Williams Director of Institutional Research, has agreed to help us design and administer a web-based survey for this purpose as well as the pre-conference survey noted above. The workshop evaluation, as well as a description of our plans for maintaining an ongoing network/communication among the attendees, will be forwarded to the AALAC Workshop Subcommittee.

BUDGET

Conference Planning

Stipend shared among the six workshop organizers	\$1000
Administrative expenses (mailing, copying)	covered by Williams College
Staff support for conference planning	covered by Williams College
Logistic support during conference (student help, 10 hours@\$10)	\$100

Travel

Travel for nonWilliams conference participants 17 @ \$550 (estimated average)	\$9350
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Conference Weekend Expenses

Meeting rooms for conference (Faculty House or classroom seminar rooms)	covered by Williams College
Two nights lodging, Williams Inn 17 @ \$260 (130/night/pp)	\$4420
Meals for 19 participants Total pp: \$110 Dinner Friday night @ \$35 Breakfast, lunch and dinner Saturday @ \$60 Breakfast Sunday @ \$15	\$2090
Two coffee breaks on Saturday 19 @ \$20 (\$10/break/pp)	\$380
Travel for two guest speakers @ \$550 pp	\$1,100
Lodging for two guest speakers @ \$260 pp	\$520
Honoraria for guest speakers @ \$500 pp	\$1000
Evaluation (Conference Liaison working with Williams IR Director)	covered by Williams College

Total: \$19,960

¹ Travel and lodging not calculated for local participants. Although the budget can only accommodate 19 participants, we could accommodate up to 25 people at the conference, with support from home institutions for the extra participants.

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Assistant Professor
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Pomona College
647 N. College Way, Lincoln 2107
Claremont, CA 91711
Phone 909-607-3757
PSY 23547

CURRICULUM VITAE

EMPLOYMENT

- 2009- present Assistant Professor, Pomona College, Claremont, California
2008- 2009 NIH Postdoctoral Research Fellow, University of Arizona, Tucson

EDUCATION

- 2007-2008 Predoctoral clinical psychology internship, University of California at Los Angeles
Semel Institute for Neuroscience and Human Behavior, General Child Track
2005-2008 Doctor of Philosophy in Clinical Psychology, Yale University
2002-2004 Master's of Science in Clinical Psychology, Yale University
1998-2002 Bachelor's of Arts from the University of California at Berkeley in Psychology

CLINICAL TRAINING

- 2010 Licensed as a clinical psychologist in California, PSY 23547
2007-2008 Predoctoral internship at UCLA's Neuropsychiatric Institute, General Child Track

GRANTS

- 2010-2015 National Institutes of Health/National Institute of Drug Abuse
Fostering Mothers' Emotionally-Responsive Parenting
Principal Investigator: Nancy Suchman, Ph.D.
Collaborator: Jessica L. Borelli, Ph.D.
Total costs for project period: \$2,483,799
2010-2012 American Psychoanalytic Association
Fund for Psychoanalytic Research
Title: Predictors of Risk and Resilience in Couples Experiencing Military Deployment
Principal Investigator: Jessica L. Borelli, Ph.D.
Co-Principal Investigator: David Sbarra, Ph.D.
Total costs for project period: \$20,000
2008-2011 National Institute of Mental Health
F32 Kirschstein -- NRSA Individual Fellowship Application; 1 F32 AG032310-01
Title: Meaning-making in the context of divorce: Links with emotion regulation
Institution: University of Arizona
Principal Investigator: Jessica L. Borelli, Ph.D.
Sponsor: David Sbarra, Ph.D.
Submitted: 08/05/2007
Awarded: 02/27/2008

PUBLISHED MANUSCRIPTS

- Aikins, D.E., Johnson, D.C., Borelli, J.L., Klemanski, D., Morrissey, P.M., Southwick, S., & Tolin, D. (2009). Thought suppression failures in combat PTSD: A cognitive load hypothesis. *Behaviour Research and Therapy*, *47*, 744-751.
- Borelli, J.L. (2006). The importance of emotion regulation in understanding attachment and intersubjectivity: A comment on Lyons-Ruth. *Psychoanalytic Inquiry*, *26*, 622-630.
- Borelli, J.L., & David, D.H. (2004). Attachment Theory and Research as a Guide to Psychotherapy Practice. *Journal of Imagination, Cognition, and Personality*, *23*, 257-287.
- Borelli, J.L., Crowley, M.J., David, D.H., Anderson, G.M., & Mayes, L.C. (2010). Attachment classification and emotion in school-aged children. *Emotion*, *10*, 475-485.
- Borelli, J. L., David, D. H., Crowley, M. J., & Mayes, L. C. (2010). Clinical symptoms and attachment classification in school-aged children: unique risk for children classified as disorganized. *Journal of Child and Family Studies*, *19*, 243-256.
- Borelli, J.L., Goshin, L., Joestl, S., Clark, J., & Byrne, M.W. (2010). Attachment Organization in a Sample of Incarcerated Mothers: Distribution of Classifications and Predictive Associations with Clinical Symptoms, Perceptions of Parenting Competency, and Social Support. *Attachment and Human Development*, *12*, 355-374.
- Borelli, J.L., Luthar, S., & Suchman, N.E. (2010). Discrepancies in perceptions of maternal aggression: Implications for children of methadone-maintained mothers. *American Journal of Orthopsychiatry*, *80*, 412-421.
- Borelli, J.L., & Prinstein, M.J. (2006). Reciprocal, Longitudinal Associations Among Adolescents' Negative Feedback-Seeking, Depressive Symptoms, and Peer Relations. *Journal of Abnormal Child Psychology*, *32*, 159-169.
- Borelli, J.L., Sbarra, D.A., Crowley, M. J., & Mayes, L.C. (in press). Mood Symptoms and Emotional Responsiveness to Threat in School-aged Children. *Journal of Clinical Child and Adolescent Psychology*.
- Borelli, J.L., Sbarra, D.A., Mehl, M., & David, D.H. (in press). Attachment and Natural Word Use in Middle Childhood. *Personal Relationships*.
- Prinstein, M. J., Borelli, J. L., Cheah, C. S. L., Simon, V. A., & Aikins, J. W.. (2005). Adolescent girls' interpersonal vulnerability to depressive symptoms: A longitudinal examination of reassurance-seeking and peer relationships. *Journal of Abnormal Psychology*, *114*, 676-688.
- Suchman, N. E., DeCoste, C., & Borelli, J. L. (2010). Self-focused and child-focused dimensions of parental reflective functioning: Implications for parenting in substance abusing mothers of infants. *Infant Mental Health Journal: Supplement*, *32*, 185.
- Suchman, N. E., DeCoste, C., Leigh, D., & Borelli, J. (2010). Reflective functioning in mothers with drug use disorders: Implications for dyadic interactions with infants and toddlers. *Attachment and Human Development*, *12*, 567-585.

BOOK CHAPTERS

- Borelli, J.L. (2007). The game with no rules: A sibling confronts mental illness. In Hinshaw, S. (Ed.), *Breaking the silence: Mental health professionals disclose their personal and family experiences of mental illness*. Oxford University Press: New York.
- Borelli, J. L., David, D. H., Crowley, M. J., & Mayes, L. C. (2009) Overgeneral attachment memory. In Friedman, H. D., & Revera, P. K. (Eds.), *Abnormal Psychology: New Research* (pp. 83-95). Nova Science Publishers: New York.
- Borelli, J. L., David, D. H., Crowley, M. J., & Mayes, L. C. (2009). Overgeneral Attachment-Related Autobiographical Memory in Children. In Columbus, A. M. (Ed.), *Psychology Research Yearbook, Volume 1* (pp. 531-543). Nova Science Publishers: New York.
- Heinicke, C., & Borelli, J.L. (in press). Early parent-child intervention approaches: Family theoretical focus and impact on delivery and outcome. In Fine, M. A., & Fincham, F. D. (Eds.), *Handbook of Family Theories: A content-based approach*. Routledge: New York.
- Rifkin-Graboi, A., Borelli, J.L., & Bosquet, M. (2009). Neurobiology of stress in infancy. In Zeanah, C. (Ed.), *Handbook of Infant Mental Health* (pp. 59-79). New York: Guilford Press.

PATRICIA MARTEN DIBARTOLO, PH.D.

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Florence, MA 01062
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EDUCATION

1989-1996	MA, Ph.D.	SUNY at Albany	Clinical Psychology
1985-1989	A.B.	Smith College	Psychology

PROFESSIONAL POSITIONS

2008-present Professor of Psychology, Smith College, Northampton, MA
1998-present Adjunct Lecturer, University of Massachusetts, Amherst, MA
2001-2008 Associate Professor of Psychology, Smith College, Northampton, MA
1996-2001 Assistant Professor of Psychology, Smith College, Northampton, MA

SELECTED HONORS AND AWARDS

2008 Smith College's Sherrerd Prize for Distinguished Teaching
2005 Mellon Foundation Mid-Career Award
1996 Elected Sigma Xi, Full Member
1989 Graduated Magna Cum Laude
1988 Elected Junior Phi Beta Kappa

SELECTED PUBLICATIONS Note: Smith College undergraduate co-authors are underlined.

- DiBartolo, P.M., & Varner, S.P. (in press). How children's cognitive and affective responses to a novel task relate to the dimensions of perfectionism. *Journal of Rational-Emotive and Cognitive-Behaviour Therapy*.
- Hofmann, S.G., & DiBartolo, P.M. (Eds.). (2010). *Social anxiety: Clinical, developmental, and social perspectives*. San Diego, CA: Elsevier.
- DiBartolo, P.M., & Molina, K. (2010). A brief self-directed written cognitive exercise to reduce public speaking anxiety in college courses. *Communication Teacher*, 24, 160-164.
- DiBartolo, P.M., Li, C.Y., & Frost, R.O. (2008). How do the dimensions of perfectionism relate to mental health? *Cognitive Therapy and Research*, 32, 401-417.
- Albano, A.M., & DiBartolo, P.M. (2007). *Cognitive-behavioral therapy for social phobia in adolescents: Stand up, speak out—Therapist guide*. New York: Oxford University Press.
- DiBartolo, P.M., & Helt, M. (2007). Theoretical models of affectionate versus affectionless control in anxious families: A critical examination based on observations of parent-child interactions. *Child Clinical and Family Psychology Review*, 10, 253-274.
- DiBartolo, P.M., Li, C.Y., Averett, S., Skotheim, S., Smith, L.M., Raney, C., & McMillen, C. (2007). The relationship of perfectionism to judgmental biases and psychopathology. *Cognitive Therapy and Research*, 31, 573-587.

- DiBartolo, P.M. & Grills, A.E. (2006). Who is best at predicting children's anxiety in response to a social evaluative task? A comparison of child, parent, and teacher reports. *Journal of Anxiety Disorders*, 20, 630-645.
- DiBartolo, P.M., Frost, R.O., Dixon, A., & Almodovar, S. (2001). Can cognitive restructuring inoculate against perfectionistic concerns? *Behavior Therapy*, 32, 167-184.
- DiBartolo, P.M., & Shutts, K. (2000). Issues in training undergraduates in research. *the Behavior Therapist*, 23, 85-88, 90.
- Hofmann, S.G., & DiBartolo, P.M. (2000). An instrument to assess self-statements during public speaking: Scale development and preliminary psychometric data. *Behavior Therapy*, 31, 499-515.
- DiBartolo, P.M., Albano, A.M., Barlow, D.H., & Heimberg, R.G. (1998). Cross-informant agreement in the assessment of social phobia in youth. *Journal of Abnormal Child Psychology*, 26, 213-220.
- Albano, A.M., Marten, P.A., Holt, C.S., Heimberg, R.G., & Barlow, D.H. (1995). Cognitive-behavioral group treatment for social phobia in adolescents: A preliminary study. *Journal of Nervous and Mental Disease*, 183, 649-656.
- Frost, R.O., & Marten, P.A. (1990). Perfectionism and evaluative threat. *Cognitive Therapy and Research*, 14, 559-572.
- Frost, R.O., Marten, P.A., Lahart, C., & Rosenblate, R. (1990). The dimensions of perfectionism. *Cognitive Therapy and Research*, 14, 449-468.

TEACHING

- PSY 192: Introduction to Research Methods
- PSY 253: Child Clinical Psychology
- PSY 254: Clinical Psychology
- PSY 352: Seminar in Child and Adolescent Anxiety Disorders
- PSY 358: Advanced Research Seminar in Clinical Psychology
- PSY 680 (Psychopathology) at UMass, Fall 2002, 2003
- PSY 789 (Clinical Team Practicum) at UMASS, 1998-2000
- PSY 400: Special Studies and PSY 432: Honors Project

Over the past 14 years, supervised approximately 65 students in independent research projects resulting in 12 journal articles and 30 symposium or poster presentations with one or more student co-authors

SELECTED SERVICE ACTIVITIES

- Member, Editorial Board, *Cognitive and Behavioral Practice*
- Psychology Department, Honors Director, 2000-2010
- Represented Smith at the Mellon 23 Conference on Faculty-Student Research Collaborations at Wellesley College, February 2009
- Member, 2007-2010, and Chair, 2009-2010, Smith's Faculty Council
- Member, Provost's study group, 'Smith by Design,' Summer 2009
- Member, Smith College's Research Opportunities Working Group, 2007-2008

SUMMARY VITA
LAURIE HEATHERINGTON, PH.D.

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Current position

Edward Dorr Griffin Professor, Williams College Department of Psychology
Department Chair, 2003-2010. At Williams since 1984

Courses currently taught: Introductory Psychology, Psychological Disorders, Clinical & Community Psychology (experiential education course), Psychotherapy: Theory & Research
Supervise undergraduate honors thesis and other student research.

Education

Ph.D. Clinical Psychology, 1981 University of Connecticut
B.A. Miami University (Ohio), 1976 Magna Cum Laude; Junior Phi Beta Kappa
Licensed Psychologist: Massachusetts. License #3761

Selected Professional Activities/ Honors

Current Editorial Boards: *Psychotherapy Research, Journal of Family Psychology, Journal of Marital and Family Therapy, Psychotherapy Theory, Research, Practice, & Training, Journal of Counseling Psychology* and other ad-hoc reviewing

President, North American Society for Psychotherapy Research, 2011-2013

American Family Therapy Association Award for Distinguished Contribution to Family Systems Research, 2010 (co-awardee: Micki Friedlander)

Williams College Outstanding Mentor Award for Fostering Inclusive Academic Excellence, 2009

Williams College Nelson Bushnell Prize Faculty Prize in Teaching and Writing, 2008

Major College Committee Work: Presidential Search Committee; Committee on Appointments & Promotions; Chair, Committee on Educational Policy/college-wide curricular revision); Chair, Steering Committee ("Faculty Senate"); Admissions & Financial Aid Advisory Group

External Reviewer, Psych Departments at Swarthmore, Amherst, Colgate, MCLA
External Reviewer of Tenure Candidates' Research, several liberal arts colleges

Grants: *Mellon 8-College Faculty Career Enhancement Grant*, to fund continuing education in multilevel modeling techniques; *Radcliffe College Research Support Program*, "Marital

Interaction and "Marital Dissatisfaction: An Integrative Study; NSF-ILIP "Development of a Social Interaction Laboratory for Undergraduate Instruction and Research," NIMH, "Mapping Relational Control Dynamics in Family Therapy"

Program Evaluation: R.A.I.S.E. program (Clark Art Institute art-based alternative sentencing program for juvenile offenders, CIT (NAMI-led crisis intervention training for police to deal with the mentally ill), Annual Outcomes Study, Gould Farm Treatment Ctr., 2000-present

Selected Publications (bold face = current or former student co-authors)

Heatherington, L., Friedlander, M.L. & Escudero, V. (in press). Managing negative reactions to clients in family therapy. In J.C. Muran, A. Wolf, & M. Goldfried (Eds.). *Managing negative reactions to clients: From frustration to compassion*. Washington, DC: American Psychological Association.

Heatherington, L., Angus, L., Constantino, M., Friedlander, M.L., & Messer, S. (in press). Corrective experiences from clients' perspectives." Chapter in L. Castonguay and C. Hill (Eds.). *Corrective experiences in psychotherapy*. Washington, DC: APA.

Friedlander, M.L., Escudero, V., Heatherington, L., & Diamond, G. (in press). Alliance in Couple and family therapy. In J. Norcross (Ed.). *Psychotherapy relationships that work: Evidence-based practice (2nd ed)*. Oxford University Press.

Boswell, J.F., Sharpless, B.A., Greenberg, L.S., Heatherington, L., Huppert, J.D., Barber, J.P., Goldfried, M.R., & Castonguay, L.G. (in press). Schools of psychotherapy and the beginnings of a scientific approach. In D. Barlow (Ed.). *Oxford handbook of clinical psychology*. Oxford: Oxford University Press.

Escudero, V., Heatherington, L. & Friedlander, M.L. (2010). Therapeutic alliances and alliance building in family therapy. In J.C. Muran & J. P. Barber (Eds.). *The therapeutic alliance: An evidence-based guide to practice*. NY: Guilford.

Heatherington, L. & Lavner, J. (2008). Coming to terms with coming out: Review and recommendations for family systems-focused research. *Journal of Family Psychology*, 22, 329-343.

Heatherington, L., Tolejko, N., McDonald, M. & Funk, J. (2007). *Now why'd he do that?:* The nature and correlates of mothers' attributions about negative teen behavior. *Journal of Family Psychology*, 21, 315-319.

Heatherington, L. & Friedlander, M.L. (2006). Manifestations and facilitation of insight in couple and family therapy. In L. Castonguay & C. Hill (Eds.), *Insight in psychotherapy*. Washington, DC: APA Psychological Association.

Friedlander, M.L., Escudero, V., & Heatherington, L. (2006). *Therapeutic alliances in couple and family therapy*. Washington, DC: APA. (Also published in Spanish and Italian)

Jackson, D. & Heatherington, L. (2006). Young Jamaicans' attitudes toward mental illness: Experimental and demographic factors associated with social distance and stigmatizing opinions. *Journal of Community Psychology*, 34, 563-576.

Heatherington, L., Friedlander, M.L. & Greenberg, L.S. (2005). Family therapy process research: Methodological challenges and opportunities. (Special issue on methodology in family research). *Journal of Family Psychology*, 19, 18-27.

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Charles A. Sanislow		POSITION TITLE Assistant Professor	
eRA COMMONS USER NAME (credential, e.g., agency login) csanislow			
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	MM/YY	FIELD OF STUDY
Northern Michigan University	B.S.	05/1985	Psychology
Ball State University	M.A.	05/1987	Psychology
Duke University	Ph.D.	05/1994	Clinical Psychology
Yale University School of Medicine		1993-1994	Pre-Doctoral Internship
Yale University School of Medicine		1994-1995	Post-Doctoral Fellowship

A. Personal Statement of Relevance to the Proposal

As an experienced clinical researcher new to the Liberal Arts College/University environment, I offer a fresh perspective on the opportunities and obstacles of working in this environment. With prior positions on the faculty of the Yale University School of Medicine as a researcher and clinical psychologist for the Yale Hospitals, and as Chief of the NIMH Mood and Sleep Disorders Extramural Research Program, I bring to this environment, and project, a broad perspective on incorporating psychopathological research into this environment and needs to prepare students for careers in clinical psychology and biomedical research. My goals are to facilitate simultaneously: (a) a productive clinical research program and (b) stimulate undergraduate students' involvement in research activities using a "teacher-scholar" model.

B. Positions and Honors

Positions and Employment

- 07/01/95 – 06/30/96 Clinical Instructor, Yale School of Medicine, Psychiatry
- 07/01/96 – 07/31/09 Assistant Professor, Yale School of Medicine, Psychiatry (On Leave 2008-09)
- 06/08/30 – 07/31/09 Chief, Mood and Sleep Disorders Research Program
Division of Adult Translational Research and Treatment Development
National Institutes of Health/National Institute of Mental Health
- 08/01/09 – Assistant Professor, Department of Psychology, Wesleyan University

Other Experience

- 07/01/95 – Consultant, Mental Illness in Capital Litigation
- 07/01/05 – Consultant, National Center for Posttraumatic Stress Disorder
- 08/01/09 – Assistant Professor (Adjunct), Department of Psychiatry, Yale School of Medicine

Grant Review

- 2007 Department of Defense Posttraumatic Stress and Traumatic Brain Injury Panel Member
Investigator Awards Panel
Concept Awards Panel
- 2005-07 National Institutes of Health, Center for Scientific Review, Ad-Hoc Review:
Adult Psychopathology and Disorders of Aging, Neurodevelopmental Disorders and Cognition; Collaborative Applications in Mood, Eating, and Impulsivity Disorders; Fellowship in Psychopathology, Developmental Disabilities, Stress and Aging; Fellowships in Psychophysiology and Social Behavior, Psychopathology.
- 2009 National Institutes of Health, NIMH American Recovery and Reinvestment Act
Competitive Administrative Supplements Grant Review Panel

Editorial Work

- 2008- Consulting Editor, *Journal of Abnormal Psychology*
- 1996- Ad-Hoc Reviewer for > 12 Major Psychology, Psychiatry, & Neuroscience Journals

Honors

- 1985 Sigma XI Scientific Honor Society (Northern Michigan University Chapter)
1986 Sigma XI Grant-in-Aid of Research Award
1987 Indiana Academy of Sciences Research Award
1995 Honorary Faculty, United States Federal Defender Training Program
2005 National Institute of Mental Health Research Career Award
2008 Fellow, Berkeley College, Yale University

C. Selected Peer-reviewed Publications (Selected from > 75 Publications)

- Sanislow, C. A. & McGlashan, T. H. (1998). Treatment outcome of personality disorders. *Canadian Journal of Psychiatry*, 43, 237-250.
- Sanislow, C. A., Grilo, C. M., & McGlashan, T. H. (2000). Factor Analysis of the DSM-III-R Borderline Personality Disorder Criteria in Psychiatric Inpatients. *American Journal of Psychiatry*, 157, 1629-1633.
- Sanislow, C. A., Grilo, C. M., Fehon, D. C., Axelrod, S., & McGlashan, T. H. (2003). Correlates of suicide risk in juvenile detainees and adolescent psychiatric inpatients. *Journal of the American Academy of Child and Adolescent Psychiatry*, 42, 234-240.
- Johnson, M. K., Raye, C. L., Mitchell, K. J., Greene, E. J., Cunningham, W. A., & Sanislow, C. A. (2005). Using fMRI to investigate a component process of reflection: prefrontal correlates of refreshing a just activated representation. *Cognitive, Affective, and Behavioral Neuroscience*, 5, 339-361.
- Ahn, W. K., Flanagan, E. H., Marsh, J. K., & Sanislow, C. A. (2006). Beliefs about essences and the reality of mental disorders. *Psychological Science*, 17, 759-766.
- Johnson, M. K., Mitchell, K. J., Raye, C. L., McGuire, J. T., & Sanislow, C. A. (2006). Mental rubbernecking to negative information depends on task context. *Psychonomic Bulletin & Review*, 13, 614-618.
- Ansell, E., Sanislow, C. A., McGlashan, T. H., & Grilo, C. M. (2007). Psychosocial impairment and treatment utilization by patients with borderline personality disorder, other personality disorders, mood and anxiety disorders, and a healthy comparison group. *Comprehensive Psychiatry*, 48, 329-336.
- Sanislow, C. A., Little, T. D., Ansell, E. B., Grilo, C. M., Daversa, M., Markowitz, J. C., Pinto, A., Shea, M. T., Yen, S., Skodol, A. E., Morey, L. C., Gunderson, J. G., Zanarini, M. C., & McGlashan, T. H. (2009). Ten-year stability and latent structure of the DSM-IV schizotypal, borderline, avoidant, and obsessive-compulsive personality disorders. *Journal of Abnormal Psychology*, 118, 507-519.
- Sanislow, C. A., Pine, D. S., Quinn, K. J., Kozak, M. J., Garvey, M. A., Heinssen, R. K., Wang, P. S., & Cuthbert, B. N. (2010). Developing constructs for Psychopathology Research: Research Domain Criteria. *Journal of Abnormal Psychology*, 119, 631-639.
- Rottman, B. M., Kim, N. S., Ahn, W. K., & Sanislow, C. A. (in press). Can personality disorder experts recognize DSM-IV personality disorders from Five-Factor Model descriptions of patient cases? *Journal of Clinical Psychiatry*.

D. Research Support

Ongoing Research Support

NIH K23 MH 073708 Sanislow (PI) 07/01/05-06/30/11
Cognitive Control in Borderline and Trauma Psychopathology
Career development award to develop a program of research integrating psychometric and cognitive neuroscience approaches to psychopathology research and diagnosis.

NIH R01 MH 057737 Ahn (PI) (Role: Consultant) 04/01/00-03/31/11
Causal and Conceptual Knowledge: Implications for Clinical Reasoning
Program of studies to aid in understanding and improving clinical practices and in developing psychological intuitive taxonomies of mental disorders for the DSM-V.

Completed Research Support

NIH R01 MH 050850 McGlashan (PI) (Role: Co-PI) 05/01/05-11/30/09
Collaborative Longitudinal Study of Personality Disorders III
Third project period of longitudinal a multi-site (with Harvard, Brown, Columbia, and Texas A&M) study to examine the longitudinal course and prospectively test the validity of DSM-IV personality disorder.

CURRICULUM VITAE

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EDUCATION:

- 1995** Ph.D. Clinical Psychology
Duke University, Durham, N.C.
- 1993** M.A. Clinical Psychology
Duke University, Durham, N.C.
- 1991** B.A. (*Summa Cum Laude, Phi Beta Kappa*), Psychology
Yale University, New Haven, CT.

ACADEMIC POSITIONS:

- 2010** Full Professor, Williams College, Department of Psychology,
Williamstown, MA.
- 2004 -
2010** Associate Professor, Williams College, Department of Psychology,
Williamstown, MA.
- 1999-
2004** Assistant Professor, Williams College, Department of Psychology,
Williamstown, MA.
- 1997-
1999** Assistant Clinical Professor of Psychology, Duke University
Medical Center, Department of Psychiatry & Behavioral Sciences, Durham, NC.
- Assistant Clinical Professor, Duke University, Department of Psychology: Social & Health
Sciences, Durham, NC.
- 1996-1997** Instructor, Duke University, Department of Psychology, Durham, NC

GRANTS:

- 2009-2010** The National Science Foundation awarded \$77,092 for support of a project entitled *Pluralistic Ignorance and School Bullying: Do Misperceptions of Classroom Norms Contribute to Peer Harrassment?*

RECENT PUBLICATIONS:

- Sandstrom, M.J.** (2011). The power of popularity: Influence processes in childhood and adolescence. In A.H.N. Cillessen, D. Schwartz, & L. Mayeux (Eds). *Popularity in the Peer System*. New York: Guilford Press.
- Sandstrom, M.J. & Cillessen, A.H.N.** (2010). Life after high school: Adjustment of popular teens in emerging adulthood. *Merrill Palmer Quarterly*, 56, 474-499.
- Sandstrom, M.J.** (2010). Defensive egotism and aggression in childhood: A new lens on the self-esteem paradox. In C. Barry, P. Kerig, K. Stellwagen, & T. Barry (Eds). *Narcissism and Machiavellianism in Youth: Implications for the Development of Adaptive and Maladaptive Behavior*. Washington, D.C.: American Psychological Association
- Sandstrom, M.J. & Bartini, M.** (2010). Do perceptions of discrepancy between self and group norms contribute to peer harassment at school? *Basic and Applied Social Psychology*, 32, 1-9.
- Sandstrom, M.J. & Jordan, R*** (2008). Defensive self-esteem & aggression in childhood. *Journal of Research in Personality*, 42, 506-514.
- Mayeux, L., **Sandstrom, M.J.**, & Cillessen, A.H.N. (2008). Is being popular a risky proposition? *Journal of Research in Adolescence*, 18, 49-74.
- Sandstrom, M.J.** (2007). A link between mothers' disciplinary strategies and children's relational aggression. *British Journal of Developmental Psychology*, 25, 399-407.
- Sandstrom, M. & Herlan, R*** (2007). Threatened egotism or confirmed inadequacy? How children's perceptions of social status influence aggressive behavior toward peers. *Journal of Social & Clinical Psychology*, 26, 272-299.
- Sandstrom, M.J. & Cillessen, A.H.N.** (2006). Likeable vs. Popular: Distinct Implications for Adolescent Adjustment. *International Journal of Behavioral Development*, 30, 305-314.
- Carson, J. W., Keefe, F. J., Affleck, G., Rumble, M. E., Caldwell, D. E., Beaupre, P. M., Kashikar-Zuck, S., **Sandstrom, M.**, & Weisberg, J. N. (2006). A Comparison of Conventional Pain Coping Skills Training and Pain Coping Skills Training with a Maintenance Training Component: A Daily Diary Analysis of Short- and Long-term Treatment Effects. *Journal of Pain*, 7, 615-625.
- Sandstrom, M.J. & Schanberg, L.** (2004). Brief report: Peer rejection, social behavior and psychological adjustment in children with juvenile rheumatic disease. *Journal of Pediatric Psychology*, 29, 27-32.
- Sandstrom, M.J.** (2004). Pitfalls of the Peer World: How Children Cope with Common Rejection Experiences. *Journal of Abnormal Child Psychology*, 32, 67-81.
- Sandstrom, M.J. & Zakriski** (2004). Understanding the experience of peer rejection. In K. Dodge & J. Kupersmidt (Eds). *Children's peer relations: From development to intervention to policy*. APA Press.
- Sandstrom, M.J.**, Cillessen, A.H.N, & Eisenhower, A. (2003). Children's appraisal of peer rejection experiences: Impact on social and emotional adjustment. *Social Development*, 12, 530-550.

Curriculum Vitae
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Current Position

Professor, Department of Psychology, Bryn Mawr College, 2009 - present
(Assistant Professor, 1997-2003, Associate Professor, 2003-2009)
Director, Graduate Ph.D. Program in Clinical Developmental Psychology, 2005 – present

Education and Training

1994 University of California, Berkeley, Ph.D. in Clinical Psychology.
1984 Amherst College, B.A. in Sociology, Magna Cum Laude.
1992-1993 Psychology Intern, Harvard Medical School (Children's Hospital, Massachusetts Mental Health Center, McLean Hospital)
1993-1994 Psychology Fellow, Health Psychology Training Program, Harvard Medical School (Children's Hospital, Dana Farber Cancer Center, Judge Baker Children's Center)
1994-1996 Postdoctoral Fellow, Harvard Medical School (Judge Baker Children's Center)

Current Grant

Co-Investigator, National Institute on Aging (1R01AG034554-01) Grant for Study of the Social and Neural Underpinnings of Octogenarian Wellbeing, 07/15/2009 – 06/30/2013, Year 1 Funding: \$449,570.

Courses Taught

Graduate: Multivariate Statistics, Developmental Psychopathology, Psychotherapy
Undergraduate: Abnormal Psychology, Emotion Research Seminar, Developmental Psychopathology

Professional Experience (Selective)

Consultant to Swiss National Science Foundation Study: "Dyadic coping in adolescent couples: How do young couples cope together and how is their dyadic coping influenced by their parents." Guy Bodenmann, Principal Investigator, University of Zurich, 2010-present.
Reviewer for Swiss National Science Foundation Grants for Psychological Research, 2010.
External Reviewer for Sabbatical Fellowship Awards, Swarthmore College, 2009.
Visiting Scholar, University of Fribourg, Switzerland, Chair of Clinical Psychology, Spring 2009
Editorial Board, *Journal of Family Psychology*, 2006-2010.
Research Associate, *Study of Adult Development Project*, George Vaillant and Robert Waldinger, Principal Investigators, Harvard University (NIMH-funded longitudinal study of individual and family adaptation), 2002-present.
Staff Psychologist, Bryn Mawr College Child Study Institute, 1997- present.

Selective Publications

P.K. Kerig, M.S. Schulz, & S.T. Hauser (Eds.), *Adolescence and beyond: Family interactions and transitions to adulthood*. Under Review at Oxford University Press.
Waldinger, R.J., & Schulz, M.S. (in press). Facing the music or burying our heads in the sand?: Adaptive emotion regulation in mid- and late-life. *Human Development*.

- Waldinger, R.J., & Schulz, M.S. (2010). What's love got to do with it? Social functioning, perceived health, and daily happiness in married octogenarians, *Psychology and Aging, 25*, 422-431.
- Schulz, M.S., Pruetz, M.K., Kerig, P.K., & Parke, R.D. (editors; 2010). *Strengthening Couple Relationships for Optimal Child Development: Lessons from Research and Intervention*. Washington, DC: American Psychological Association.
- Schulz, M.S. & Waldinger, R.J. (2010). Capturing the Elusive: Studying Emotion Processes in Couple Relationships. In M.S. Schulz, M.S., M.K. Pruetz, P.K. Kerig, & R.D. Parke (eds.). *Strengthening Couple Relationships for Optimal Child Development: Lessons from Research and Intervention*. Washington, DC: American Psychological Association.
- Parke, R.D., Schulz, M.S., Pruetz, M.K., & Kerig, P.K. (2010). Tracing the development of the couples and family research tradition: The enduring contributions of Philip and Carolyn Pape Cowan. In M.S. Schulz, M.S., M.K. Pruetz, P.K. Kerig, & R.D. Parke (eds.). *Strengthening Couple Relationships for Optimal Child Development: Lessons from Research and Intervention*. Washington, DC: American Psychological Association.
- Whitton, S.W., Waldinger, R.J., Schulz, M.S., Allen, J.P., Crowell, J.A., & Hauser, S.T. (2008). Prospective associations from family-of-origin interactions to adult marital interactions and relationship adjustment. *Journal of Family Psychology, 22*, 274-286.
- Waldinger, R.J. & Schulz, M.S. (2006). Linking hearts and minds in couple interactions: Intentions, attributions and overriding sentiments. *Journal of Family Psychology, 20*, 494-504.
- Schulz, M.S., Cowan, P.A., & Cowan, C.P. (2006). Promoting healthy beginnings: A randomized controlled trial of a preventive intervention to preserve marital quality during the transition to parenthood. *Journal of Clinical and Consulting Psychology, 74*, 20-31.
- Waldinger, R.J., Schulz, M.S., Barsky, A.J., & Ahern, D.K. (2006). Mapping the road from childhood trauma to adult somatization: The role of attachment. *Journal of Psychosomatic Medicine, 68*, 129-135.
- Schulz, M.S., & Waldinger, R.J. (2005). The value of pooling "naïve" expertise. *American Psychologist, 60*, 656-657.
- Schulz, M.S., Waldinger, R.J., Hauser, S.T., & Allen, J.P. (2005). Adolescents' behavior in the presence of interparental hostility: Developmental and emotion regulatory influences. *Development and Psychopathology, 17*, 489-507.
- Schulz, M.S. (2005). Parents' work experiences and children's adaptation to school. In P.A. Cowan, C.P. Cowan, J.C. Ablow, V.K. Johnson, & J.R. Measelle (eds.), *The family context of parenting in children's adaptation to elementary school, Monographs in Parenting Series (Journal of Parenting: Science and Practice)* (pp. 237-253). Mahwah, NJ: Lawrence Erlbaum Associates.
- Schulz, M.S., Cowan, P.A., Cowan, C.P., & Brennan, R. T. (2004). Coming home upset: Gender, marital satisfaction and the daily spillover of workday experience into marriage. *Journal of Family Psychology, 18*, 250-263.
- Schulz, M.S. & Waldinger, R.J. (2004). Looking in the mirror: Participants as observers of their own and their partners' emotions in marital interactions. In P. Kerig & D. Baucom (Eds.), *Couple observational coding systems* (pp. 257-270). Mahwah, NJ: Lawrence Erlbaum Associates.
- Waldinger, R.J., Schulz, M.S., Hauser, S.T., Allen, J.P., & Crowell, J.A. (2004). Reading others' emotions: The role of intuitive judgments in predicting marital satisfaction, quality and stability. *Journal of Family Psychology, 18*, 58-71.