Editorial

Óscar F. Gonçalves, Professor and Chair

**Hiring Strategies: Match or Mismatch?**

March is the peak hiring season for the University. For our Department, this is a crucial hiring cycle. Early last Fall, the Department resolved to pursue a "hire for change" strategy in our search for new faculty. This means that rather than using a "match strategy" to recruit and select candidates, thereby seeking to "fit current department needs," we have opted for a "mismatch strategy". We thus set out to find outstanding faculty who would help us change directions as outlined in our Five Year Strategic Plan (please see our February Newsletter for details).

So, as we embarked on the mission of filling three tenure track lines, we set our sights on attracting candidates capable of making substantial and unique contributions towards our ongoing efforts to transform our Department (as our Mission statement articulates) into a wide-scope Applied Psychology Unit fully integrated within the Bouvé College of Health Sciences, the University, and the community at large; a Department distinguished by its programs of research and education, with a strong community presence and outreach culture.

Thus far we have been rewarded by an outstanding group of national and international educators and scholars for applicants. Though we are still in the thick of the search process, we feel encouraged in the expectation that our "mismatch" strategy will bear fruit early this Fall, as we are joined by enthusiastic new faculty who will further our current advances on the road to becoming what we have envisioned: a wide-scope Applied Psychology Department committed to excellence in research, teaching and community outreach.

Two other positions, both for clinical faculty, also became available in our Department. One line was created for a clinician who could assist in the development of a new psychology training clinic. The clinic is a core component of our Strategic plan, and we foresee it becoming a key infrastructure for clinical training and research that provides unique, useful and needed services to the community.

The other position is for a coordinating clinician and educator for our online Applied Behavioral Analysis programs (Master, Certificate, and CAGS). In addition to providing oversight to the extant programs, this person's charge includes promoting their recognition in the international arena. By enhancing the ABA program, we are addressing three core departmental objectives: (1) increasing the number of graduate students; (2) increasing the number of online and hybrid courses; (3) increasing the global impact of our teaching, research and service activities.

It is still early to see the full impact of this "mismatch" strategy. However, from the diligent and tireless effort of our search committees, the quality of the candidates, and the enthusiastic response to the applicants by our faculty at large, students and administrative staff, I feel confident that very shortly (maybe as soon as the release of next issue of this Newsletter), I will proudly begin updating you on ways in which the faculty "mismatch" approach is proving successful.

**Research Practices Portfolio**

Motivational interviewing Health Disparities Lab - An Interview with Dr. Christina Lee  
Outreach Practices Portfolio  
Jesse’s Journey: Boycott in Seattle - An interview with Dr. Louis Kruger  
Teaching Practices Portfolio  
Flipping the Classroom in “Social-Emotional and Cognitive Assessment” - An Interview with Dr. Amy Briesch  
Research News  
Faculty publications, awards and honors  
Students’ Corner  
Presentations and doctoral defenses  
Going Global  
International Scholars and Colloquia  
Department’s Colloquia Series  
Presentations February & March 2014  
Alumni & Adjunct’s Corner  
An Interview with Laura Dudley Adjunct Professor  
(De)Centering  
John Auerbach, Director of the Institute on Urban Health Research looks at CAEP  
Other News & Announcements
In this interview, Dr. Christina Lee discusses her research program with the objective of redressing health disparities among underserved urban populations by tailoring and disseminating evidenced based treatments, such as MI, to improve the understanding of the social determinants of health, and by using inexpensive technology.

AP: Please tell us about Motivational Interviewing

CL: Motivational Interviewing was developed in the 1980s by a psychology professor named William R. Miller at the University of New Mexico. He was working with individuals in substance abuse treatment and at the time, on sabbatical in Norway. He began telling his Norwegian students about his method of working with patients, and they asked him to begin writing it down, and so Motivational Interviewing was born. It combines Rogerian and cognitive behavioral approaches and is both client-centered and directive. In the past 30 years or so, MI has shown great efficacy for addictions counseling and as an adjunctive treatment. For example, health care professionals have used MI to encourage patients to take their medications, follow better diets, etc. Since MI is intended for people who are ambivalent or positive they do not want to change, it is ideal to discuss long term behavior change (such as exercising more, drinking less) with our patients. It’s well known that these most deeply entrenched behaviors are hardest to change and they indirectly and directly cause lots of medical problems. That is where we can help as psychologists.

AP: And how does MI work?

CL: Instead of delivering information health educator-style, we train our MI clinicians to engage with patients by reflecting the statements made by the patients themselves. Hearing yourself say something is actually a pretty powerful predictor of whether you will really do it. We are focused on helping people to clarify for themselves what is good and not so good about their drinking, and then build the weight towards wanting to change.

AP: Tell us about the NIH study on MI you are conducting

CL: We are testing the delivery of motivational interviewing to Latinos who drink heavily in collaboration with the South End Community Health Center. One definition of “risky drinking” is: 5 drinks/more per occasion for men, and 4 drinks/more per occasion for women. Most people don’t realize it, but certain drinking patterns increases your risk for alcohol related problems, which then leads to alcohol dependence. So, intervening with people who drink heavily can prevent their need for costly specialized treatment, and things like drunk driving. This is a five-year NIH funded study that started in 2012 in collaboration with the South End Community Health Center in Boston, MA. We are aiming to intervene with 300 people in the next three years. I train Spanish-speaking clinicians to deliver MI in either language. Social stressors like poverty, limited English proficiency, social isolation, and discrimination influence risky health behaviors but are not typically addressed in health interventions. It is my hypothesis that doing so improves our engagement with patients and ultimately increases the intervention’s impact.

AP: And what does your research staff do on a typical day?

CL: They do a lot. We are advertising in The Metro, El Planeta, and on the Spanish Radio, and see up to 3 participants/day. After giving them a Breathalyzer test, the participants complete a series of questions, and then we arrange for them to meet with the MI interventionist for up to 2 hours. Our research team codes the tapes in their language of choice, in an easily accessible community setting.

Latinos (immigrant/non) are less likely to initiate and to remain in treatment. Some Hispanic national subgroups are also more likely to live in communities with a high density of alcohol outlets, which is associated with alcohol-related violence, among other serious problems. Clinically, I worked in Harlem as a substance abuse counselor as part of an integrated health care team. I observed that miscommunication and a lack of cultural understanding between team members and the patient at times affected treatment planning despite the best intentions.

AP: Your Lab is called the Motivational Interviewing Health Disparities Lab. Why that title?

CL: Our Lab mission is to redress health disparities among underserved urban populations by tailoring and disseminating evidenced based treatments, such as MI, to improve understanding of the social determinants of health, and by using inexpensive technology. Of course, by understanding the social causes of risky health behaviors, it is possible to design preventative interventions. The NIH defines “health disparities” as: “...differences in the incidence, prevalence, mortality, and burden of diseases and other adverse health conditions that exist among specific population groups in the United States”. In other parts of the world, “health disparities” is synonymous with “health inequalities” across groups. “Disparities” is synonymous with social injustice. Our work is consistent with the Strategic Plan as we seek to understand the causes of heavy drinking and attempt to equalize the imbalance of poor health and social consequences by providing a timely and empirically based treatment tailored to relevant cultural influences and social stressors delivered in their language of choice, in an easily accessible community setting.

CL: Empirically, we know that Latinos suffer a heavier burden of alcohol-related health disparities than other racial ethnic groups. This is especially curious because Latinos on average are less likely to drink heavily than non-Latino Whites. For example, the level of alcohol-related fatalities due to liver failure (cirrhosis) is higher among Latinos. Because liver failure is an end stage disease, this suggests a lack of early screening and intervention for alcohol abuse. Unfortunately, despite having good treatments,
and cleaning, in addition to study operations like IRB submissions, etc.

Tonya Tavares is trained in addiction science and intervention research. She implements cutting edge data gathering methods, such as an excel spreadsheet that calculates your Blood alcohol level after any number of drinks. Julissa Ayala, a psychology undergrad, joined us from Florida Atlantic University and is tireless. She helped develop a really effective recruiting and advertising campaign, and has learned MI. Elian Roberts is another important team member who has learned clinical research methods with us. She got a RISE abstract accepted and we are presenting our preliminary data at the Society of Behavioral Medicine and the American Psychological Association, Division 50 (Addictions). We trained a few Counseling doctoral students in the Motivational Interviewing Treatment Integrity System to code MI (Ami Popat and Pam Naab), and the Lab is open to new students.

AP: What has the community response been? Any early findings?

CL: Since September 2013, we’ve had 167 callers, and 144 have been screened. Of those, 66 have completed the intervention. We are ahead of our original projections. We also have a 91% retention rate, three months after treatment. I’m happy to hear the participants view our information as helpful. We are finding very important correlations between poor mental health, heavy drinking, and coping styles. The significance of this finding is that it is among a non-treatment seeking heavy drinking Latino population—this has not been reported before.

AP: And what are your Future plans?

CL: While our study focuses on one community, we are hoping, as with all research, that our findings translate to the population as a whole. “The tide rises, all the boats go up”, as they say. In addition, we are rolling out new research studies to promote treatment engagement in HIV primary care and have new projects on depression and heavy drinking, among others.

MOTIVATIONAL INTERVIEWING HEALTH DISPARITIES RESEARCH LAB weblink

Northeastern.edu/cslee
Outreach Practices

Portfolio

Jesse’s Journey: Boycott in Seattle

A documentary by Louis Kruger and Timothy McIvor

In this interview, Dr. Louis Kruger features the most recent documentary “Jesse’s Journey: Boycott in Seattle” produced in collaboration with Timothy McIvor. Jesse’s Journey is Lou Kruger’s second documentary. His first documentary, Children Left Behind, is available from Documentary Educational Resources (http://www.der.org/films/children-left-behind.html)

AP: What is your documentary film about?

LK: Jesse’s Journey tells the uplifting story of a group of teachers who fought back against the business model of education and took back their classrooms. The documentary provides a dramatic example of how courageous and principled leadership can halt the misuse of large-scale standardized testing and produce meaningful change.

AP: Why did you want to do a film on this topic?

LK: Although standardized testing as a method of measuring someone’s abilities is near ubiquitous in our culture, not much attention is paid to the unintended negative consequences these tests can have on the trajectory of a young person’s life. The large-scale testing initiatives in the public schools, for example, are intended to increase accountability and increase the college readiness of the students. The intended beneficiaries are many of our most vulnerable school-aged children, such as students with disabilities, students of color, students from lower socio-economic communities, and English language learners. The irony is that these testing programs often disproportionately hurt the children that they are intended to help. It is a social justice issue for me.

AP: You are professor, and filmmaking is not your main area of expertise. Did you have help in creating the documentary?

LK: I had the good fortune to collaborate with one of our many talented graduate students in our School Psychology Program, Timothy McIvor. Tim was volunteering on the research team that I was leading with a colleague, Dr. Chieh Li. The research focuses on risk and resilience in young adults, who have been denied their high school diplomas because they have not passed all of Massachusetts’ high school exit exams. I mentioned to the team that I wanted to put together a documentary for a possible screening at the annual convention of National Association of School Psychologists. Tim said he was interested in helping. He had no idea that he had experience in using a professional video-editing program and a background in music! He wrote and performed the music for the documentary as well as edited the video. He did a very professional job. People love the musical score.

AP: Why focus on a boycott of standardized testing in Seattle?

LK: It was pure serendipity. Several weeks before I was scheduled to give a presentation at a national convention in Seattle, I received an e-mail link to an op-ed that was published in the Seattle Times. It was written by Jesse Hagopian, a history teacher a Garfield High School in Seattle. In the editorial, Mr. Hagopian engagingly and cogently explained why Garfield’s teachers unanimously voted to boycott the latest in a long list of mandated standardized tests. At that time, I was teaching a graduate level seminar that included the topic of leadership. I shared the editorial with my students and told them I was considering the possibility of interviewing the author of the editorial. Based on the research and theories of leadership we had reviewed, I asked the students to help me develop a series of questions to ask him. Jesse was one the leaders of the boycott and has tremendous charisma, which comes through on the video.

AP: Why create a film in addition to your research?

LK: Research can provide evidence for theory and for practical applications of theory. Research is essential to improving education and behavioral health. However, research alone will not change public policies that affect the wellbeing of school-aged children. A documentary, as one part of a larger social action strategy, can help bridge the gap between our research and public policies. In a documentary, one can tell a story. As Jonathan Gottschall and Paul Zak have pointed out, stories that are emotionally engaging and personally compelling engage larger regions of our brain and are more memorable than a mere statement of evidence. To continue to improve our world, we not only need to inform people, but also provide an impetus for action.

AP: Where is your documentary being shown next?

LK: Jesse’s Journey will be shown on May 16th at the Massachusetts School Psychologists Association’s annual spring conference (http://www.mspa-online.com/PDF_files/Spring2014Brochure.pdf). Also, we are planning on showing the documentary at Northeastern University’s next fall.
Teaching Practices Portfolio

Flipping the Classroom in “Social-Emotional and Behavioral Assessment”

In this interview, Dr. Amy Briesch discusses the process of “flipping the classroom” within her course on Social-Emotional and Behavioral Assessment.

Cognitive Assessment”

AP: Can you describe some of the recent changes you've made to this course and the impetus for making them?

AB: Despite my philosophical preference for active, hands-on learning, I felt that I was not affording my students enough opportunities to practice the skills I was teaching. It was about this time that I read about the concept of a "flipped classroom," in which instruction is delivered online and learning takes place inside the classroom through more hands-on activities. I felt that the flipped classroom held particular promise for use with my students in the school psychology program, many of whom were coming to evening courses with depleted cognitive and physical energy after having been in their practicum sites all day. No matter how enthusiastic I was about the material, I found that asking them to listen to an hour or more of lecture content was problematic. This past fall, I decided to pilot test the flipped classroom model within the Social-Emotional and Behavioral Assessment course. The lecture content that I had previously delivered in the classroom was posted online using Tegrity (which is available through Blackboard) in advance of the course meeting, giving students the opportunity to listen to the lecture at a time that was both convenient and conducive to their own learning. Time spent in the classroom was then devoted to discussion and engagement in activities designed to further illustrate the concepts presented in the lecture and readings.

AP: What do you see as the advantages of this instructional method?

AB: The most obvious advantage is that I receive real-time feedback each week with regard to how well students understand particular concepts. Often we don't know what we don't know, so simply asking for questions about the material may not necessarily reveal misunderstandings or confusion. Asking students to apply the concepts to novel situations, however, helps both my students and me to identify where the gaps in learning exist. The best people to speak to the advantages of using Tegrity, however, are the students enrolled in my course last semester. One common theme that they related to me was flexibility. The students expressed appreciation for the fact that "you can watch the lectures when you are fresh and can retain the information better" and that this allows "the opportunity to discuss more pertinent issues in depth during class." Another commonly noted advantage was that the pace of instruction can be tailored to the individual student. That is, students are able to both pause the lecture in order to take notes and re-listen to any content that may take them longer to process.

AP: What about potential disadvantages?

AB: On the instructor's end, setting up a flipped classroom requires a substantial initial investment of time to both pre-record the lectures and design new in-class learning activities. Lecturing to a computer screen rather than a classroom audience also takes some getting used to. When you are in a classroom, you receive continuous verbal and non-verbal feedback from students that I find invigorating. This simply doesn't exist when you are using lecture capture.

The students in my course also identified a couple of potential disadvantages. One logistical downside of Tegrity is that it requires a certain amount of bandwidth. Because the lecture is being streamed over the Internet, problems with buffering can occur depending on your Internet connection. This is something that I hope will become less of a problem as more people begin to use Tegrity and the technology improves. One other potential downside is that you are unable to ask questions to discuss particular points in greater depth when watching a pre-recorded lecture. As one student noted, it is therefore essential that instructors “build time into each live class to discuss any questions from the lecture...and if no questions arise, the instructor should pose questions to the class for group discussion.”

AP: What changes do you envision making moving forward?

AB: My primary concerns are ensuring that I am making the best use of in-class time and meeting the learning needs of individual students. In past years I have used reading responses as a way to solicit questions from students about what they are learning outside of the classroom. Recently, however, I read about the concept of "just in time teaching." Essentially this refers to sending students questions about their out-of-class preparation (e.g., lecture, readings) right before class and then using these data to inform how time is spent inside of the classroom. I would like to think more about how this approach might be feasibly integrated into my instructional routine in the future.

For more information on flipping the classroom, see:


Research News

Recent Faculty Publications - February-March 2014


Recent Faculty Awards and Honors

This past February Dr. Amy Briesch received the Editorial Appreciation Award from School Psychology Review. Each year, the School Psychology Review recognizes contributions to the scholarly school psychology literature at the annual meeting of the National Association of School Psychologists. The award recipient is selected by the Editor and Associate Editors, who rate the journal’s Editorial Advisory Board members according to their leadership and contribution to the journal.
**Students’ Corner**

**Dissertations - February & March**

Daniella M. Halperin from the Counseling Psychology PhD program successfully defended her dissertation proposal: *Psychological Vulnerability Factors, Functions, and Diagnostic Classification of Non-Suicidal Self-Injury Among University Students: A Mixed-Method Investigation*

Colin Michael Cox from the School Psychology PhD Program defended his dissertation proposal: *The Relationship between Head Start Teachers’ Attitudes about Physical Activity Promotion and their Implementation of Activities that Promote Physical Activity*

Megan Lovering from the Counseling Psychology PhD program successfully defended her dissertation proposal: *Exploring the Influence of Sociocultural Factors on Body Dissatisfaction in Postpartum Women*

Brian Daniels from the School Psychology PhD Program successfully defended his dissertation proposal: *Evaluation of the Teacher Rating Form: Reliability, Validity, And Classification Accuracy*

Students’ Presentations at NASP Conference - February 18-21, 2014 - Washington DC

Papers:
- Briesch, J. M., Briesch, A. M., & Struzziero, J. Bringing self-management to the masses by improving intervention feasibility.
- Daniels, B., Volpe, R. J., Fabiano, G., & Briesch, A. M. Universal screening for social emotional and behavioral problems.

Posters:

Conference for Research Innovations in Early Intervention (CRIEI) February 2014, San Diego, CA,

Symposia:

Poster:
- Vertucci, K., & Lifter, K. Play interventions: Target selection and developmental considerations.

Paper:
Going Global

Hosting International Scholars

Leonor García Gómez, Visiting Scholar

Leonor García Gómez is a Mexican visiting scholar in Applied Clinical Neuropsychology, working with Dr. Carmen Armengol on the development and improvement of culturally appropriate tools for the assessment of attention and executive functions, as well as novel approaches for their rehabilitation. Ms. García Gómez is affiliated with the National Autonomous University of Mexico (UNAM), Campus Zaragoza, and the Mexican National Institute of Respiratory Disorders. Her work is funded by the National Institute of Science and Technology of Mexico (CONACYT). Shortly after her arrival in Boston in February of this year she accompanied Dr. Armengol to the annual meeting of the International Neuropsychological Society (INS), where they attended meetings to discuss these and related matters.

Dr. Libo Song, Visiting Scholar

Dr. Chieh Li and her visiting scholar Dr. Libo Song, along with doctoral student Ned Kimble, M.S., students Joy Kazarian, and Andrew Amabile went to Boston Latin School to offer mindfulness course to help students with stress reduction, as part of a collaboration with the school psychologist in BPS to promote school-based mental health.

International Colloquium Series

Dr. Paulo P. Machado, was the first international scholar presenting on our International Colloquium Series. Dr. Machado is Professor of Clinical Psychology and the Director of the Eating Disorders Research Group at the University of Minho in Portugal. He received his Ph.D. from the University of California, Santa Barbara in 1993, and subsequently served on the faculties of University of Porto and the University of Minho. His academic career has been devoted to studying the effectiveness of psychotherapy, refinement of methodologies in outcome treatment monitoring in mental health, and the development of tailored intervention and prevention program for eating disorders and obesity. His current research aims to develop (1) models to identify environmental, and psychosocial factors that are associated with treatment response; and the course of recovery; (2) ways of tailoring psychological interventions to the individual needs (e.g., stepped care approach); and, (3) strategies that go beyond the initial level of treatment and focus on post treatment care. Dr. Machado was the Executive Officer of the Society for Psychotherapy Research from June 2000 to June 2005, Editor of the Journal Psychotherapy Research. He is Fellow of the Academy for Eating Disorders, Past-President of the Eating Disorder Research Society, and President of the Portuguese Society for the Study of Eating Disorders.

Dr. Paulo Machado presented the "University of Minho Eating Disorders Research Program: A stepped care approach from prevention to treatment".
Dr. Mohiyeddini received his Master of Science and Ph.D. in Psychology from the University of Trier in Germany in 1997. He received his professional qualification (Habilitation) in Germany at the University of Tübingen. He has served on the faculty of the University of Roehampton, rising to the rank of Full Professor, and has also held an appointment at the University of Salzburg as a Full Professor of Psychology. His publications have primarily focused on stress, health, sport psychology and emotions. Most recently he has published a two volume edition on Psychology of Emotions with Professor Michael Eysenck and Dr. Stephanie Bauer. Three additional editions on “emotional relationships, health behavior and on psychology of sport and exercise” have been published in 2014.

Rachel Chazan-Cohen, Ph.D., is Associate Professor of Applied Developmental Psychology at George Mason University in Virginia. Previously, she was a senior research analyst and Coordinator of Infant and Toddler Research in the Office of Planning Research and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services. She trained in developmental and clinical psychology at Yale University, where she earned a doctoral degree, and at Tufts University, where she earned a master’s degree. She is particularly interested in the biological, relational, and environmental factors influencing the development of at-risk children and, most especially, on the creation, evaluation, and refinement of intervention programs for families with infants and toddlers.

Dr. Wolff is an Assistant Professor (Research) at The Warren Alpert Medical School of Brown University, Staff Psychologist at Rhode Island Hospital and Bradley Hospital and the Director of the Adolescent Mood Clinic. Dr. Wolff received her Ph.D. in Clinical Psychology in 2008 from Virginia Tech. She completed her residency and postdoctoral training through the Brown University Psychology Training Consortium. Dr. Wolff’s research focuses on developing evidence-based mental health interventions for children and adolescents with deficits in emotion regulation. She is currently developing a family-based program for children and adolescents with mood and behavior problems.

David Gotthelf, Ph.D. NCSP, is a nationally certified school psychologist and a licensed psychology health service provider in the state of Massachusetts. His current position as Coordinator for Therapeutic Services in the Newton Public Schools includes supervision and evaluation of the school district’s school psychologists and social workers, as well as chairing and coordinating the district’s citywide crisis/safety team. He also works for MGH Aspire, a program serving students with ASD, as well as maintaining a small private practice. Dr. Gotthelf has served as a student services/special education director for the Lincoln-Sudbury Regional School District and as an administrator and school psychologist for the Wellesley Public Schools.

Dr. Gotthelf earned his Ph.D. in counseling psychology from Boston College following his CAGS in school psychology from Northeastern. In addition to teaching courses at Northeastern as an adjunct professor, he has presented at a number of organizations and institutes such as the AANE and the yearly field supervisors institute sponsored by the school psychology training programs in the Boston area. Publications and research have included the use of neurofeedback to address executive functioning and ADHD, as well as the use of 504 plans in the workplace.

Dr. Lara M. Stepleman is Professor of Psychiatry and Health Behavior, Co-Director of the Educational Innovation Institute, and Director of HIV and Multiple Sclerosis Psychological Services, at the Medical College of Georgia at Georgia Regents University, Augusta, Georgia. For nearly 15 years, Dr. Stepleman has directed an academic medical center program within the Ryan White Adult HIV Clinic and has trained psychologists-in-training and medical staff to deliver health services using an Integrated Care Model. Her special research interests are the use of evidenced-based treatment to increase HIV treatment participation among a predominantly minority patient population.

Hannah Rue, Ph.D. - Evidence-based Practice and Autism Spectrum Disorders – March 13, 2014

Hannah is a licensed clinical psychologist and a board certified behavior analyst. She is Executive Director of the National Autism Center and Vice President of Autism Services May Institute.
Alumni & Adjuncts’ Corner

An Interview with Laura Dudley, Adjunct Professor

Laura Dudley is a Board Certified Behavior Analyst (BCBA) who has worked in the field of Applied Behavior Analysis for the past 20 years. Laura has experience designing, developing, implementing, and monitoring quality programs for children with autism and related disabilities within public school systems. She is a regular presenter at national conferences, including ABAI and BABAT. Presentation topics have included rumination, state-mandated alternate assessments, social interactions, and the challenges of providing quality behavior analytic services in a public school setting. Laura has provided a series of professional development courses to teachers and administrators regarding positive behavioral interventions in a network of charter schools in New York City. She has also delivered numerous local parent and teacher trainings regarding basic behavioral principles and strategies.

Laura earned her Master of Science degree in Applied Behavior Analysis from Northeastern University. She is a part-time lecturer in the Applied Behavior Analysis programs at Northeastern University and Simmons College. Laura is currently completing her Doctoral Degree in Applied Behavior Analysis through Simmons College.

AP: What has been your experience as an adjunct in the ABA program?

LD: My experience as adjunct faculty in the ABA program has been extremely positive. The field of Applied Behavior Analysis has grown so much over the past twenty years, and I have seen the ABA program at Northeastern University grow along with it. I have been impressed with the faculty in the program who are incredibly knowledgeable and who draw upon their diverse backgrounds and experiences within the field. I have also been very impressed with the students whom I have taught in the ABA program at Northeastern. Because the Northeastern program has a national reputation as one of the first graduate programs in ABA, top students are drawn to the program. I consistently see strong work from students that reflects critical thinking. Many of the students in the program work in environments where they are able to directly apply the content that they learn in the Northeastern University ABA program.

AP: What are the challenges of an online program?

LD: While I have seen many advantages to online learning, I have found that it is important to plan for potential challenges inherent in this format of instruction. Without face-to-face contact, instructors and students must rely primarily on virtual communication, using discussion boards, structured chat rooms etc. Self-discipline and strong written communication is critical to a student's success within an online learning program. My experience as an online instructor has taught me that online learning really is a 24-hour a day commitment. In some aspects, online teaching is convenient. However, instructors must commit to regularly responding to students' questions, checking for mastery of concepts, and guiding discussions on an ongoing basis. While online learning may not be for everyone, I have found it to be very challenging and rewarding.

Paramount to the success of an online program is a commitment from the university to provide students and instructors with necessary resources and support. Northeastern University provides extensive training and ongoing support to its online instructors. The Northeastern online learning platform offers a variety of formats to teach students (video, written, audio, etc.) This helps instructors reach students who learn best across these different formats.

AP: How do you see the program moving in the next few years?

LD: The Northeastern University ABA program was established almost forty years ago by faculty who had a vision of providing quality post-graduate instruction to top students in behavior analysis. Dr. Karen Gould was instrumental in developing Northeastern University’s Master’s program in Applied Behavior Analysis, which has provided a model for subsequent graduate programs in ABA across the country. I feel that the success of the program going forward will require continued innovation, and evolving into an online program is one example of the program’s adaptability to today’s learning environment. The ABA program’s focus on research-centered education and outreach to community educational programs, as well as its interdisciplinary focus makes the program well aligned with the strategic goals of the Department of Counseling and Applied Psychology. The program’s online learning format allows for international collaboration and instruction.
DE (CENTERING)

John Auerbach, Distinguished Professor of Practice and Director of the Institute on Urban Health Research looks at CAEP

John Auerbach’s area of expertise is public health policy and practice. He served as the Commissioner of Public Health in Massachusetts from 2007 to 2012, as the Executive Director of the Boston Public Health Commission from 1998 to 2007, and as the state’s leading AIDS governmental official during the early years of the epidemic. He has worked at local, state and national levels to develop policies and programs to address racial and ethnic disparities, to promote wellness, to combat infectious and chronic disease and to support the successful implementation of health care reform. Dr. Auerbach was the President of the Association of State and Territories Health Officials (ASTHO) and a Board member of the National Association of County and City Health Officials.

CAEP and the Institute on Urban Health Research and Practice have been collaborators for many years. One example is the work we’ve done with Professor Jessica Hoffman on the Healthy Kids, Healthy Futures project which works with Head Start children and their families to reduce the risks of overweight and obesity. Our historic partnership is understandable since the IUHRP began as a research institute focused on behavioral change.

I believe that it is likely our collaboration will strengthen in the future. In part this is a reflection of the larger trends at Bouvé and Northeastern – more high quality research and a greater emphasis on interprofessional efforts. We recently completed a strategic planning process that has affirmed our interest in 5 research areas – behavioral health, obesity prevention, violence prevention, HIV and health care reform.

One area of collaborative research we are now exploring relates to Professor Tracy Robinson Wood’s work on the impact of micro-aggressions, those brief, commonplace and telling incidents of racism and other forms of discrimination. We believe this research is connected to our efforts to study ways to combat trauma and violence among vulnerable populations. And, of course we will continue to prioritize our work on obesity in children with Dr. Hoffman. A third area with much potential for partnership involves the changes taking place to increase the integration of behavioral health and primary care. The expertise of CAEP dovetails well with our growing interest in assessing this and other likely impacts of the Affordable Care Act and health care reform more broadly.

Given the CAEP’s strategic objectives, skilled faculty and professional expertise, those of us in the IUHRP want to strengthen our work with you on all fronts.
Other News and Announcements

Northeastern Counseling Psychology Graduate Organization


The program is now marching toward accreditation with Dr. Willie Sanchez taking the lead on the self-study.

Near all of MS students have finally succeed in the task of finding an internship for next year. This year, with Jessica George’s help, they started in October and have continued into March.

Conversations are undergoing with the MHP program to explore an additional concentration in Public Health or even the possibility of a joint program.

Dr. Irina Todorova joins our Department with a “courtesy” joint appointment

Dr. Irina Todorova, from the Institute on Urban Health Research and the Department of Health Sciences joined our faculty with a “courtesy” joint appointment in our department for the purpose of extending her collaboration particularly to the concentration in health psychology.

Other Outreach News from the School Psychology Program

Dr. Chieh Li and her M.S. students Rachel Ruah collaborated with the school psychologist in Framingham Public school on a project that promotes understanding of Brazilian immigrant adolescents.

For the first time ever, we are walking, skipping, running as a team and proudly representing Northeastern University Teachers and Students (NUTS) for Counseling Psychology.

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The 5K is taking place on Saturday, May 10th. Check-in will begin at 9:00AM at Artesani Park, Brighton, MA. The trail will take us around the beautiful Charles River loop and so will not require too much training to complete.

Please, if you are going to be in town on 5/10, please join us in raising our PHDCP team spirit and mental health awareness.

Registrarx is simple. All you have to do is click the “JOIN TEAM” button found on our team page here: http://namiwalks.nami.org/teamPage.aspx?TeamID=491058

If you are unable to join us as a participant, I hope you will be able to support us in reaching our team goal of raising $500 for NAMI Mass.

News from the Counseling Psychology Master Program

Northeastern Counseling Psychology Graduate Organization (NCP-GO), we would like to invite you all to participate in the 2014 NAMIWalk Massachusetts 10th annual tradition to help raise mental health awareness.

Other Outreach News from the Counseling Psychology Master Program

The program is now marching toward accreditation with Dr. Willie Sanchez taking the lead on the self-study.

Near all of MS students have finally succeed in the task of finding an internship for next year. This year, with Jessica George’s help, they started in October and have continued into March.

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