Editorial

Óscar F. Gonçalves, Professor and Chair

The End of the Academic Year 2013/2014

As the academic year 2013/2014 comes to an end, it is time to look back and review our accomplishments as a department.

On December 2013, our new five-year Strategic Plan was approved. It was the product of three months of highly participatory faculty collaboration (c.f., February Newsletter), attaining a high level of consensus. We have since undertaken to systematically address the goals we set to achieve.

I would like to take the opportunity to highlight some of our attainments, by way of illustrating advances made towards becoming a large-scope, research-based, health-focused and global-oriented, Applied Psychology Unit.

We have now consolidated the research teams that will progressively become the anchor of our academic life. Active participation in the research teams is now a requirement for all doctoral students in CAEP.

The Department reaffirmed its commitment to scholarship, as evidenced by the number of publications, faculty awards, and amount of external funding realized. Since January, 20 faculty awards and honors, 15 publications (papers or chapters published) and grant submissions (either as PI's, Investigators or Subcontractors) potentially generating approximately $1 million dollars in funding were recorded. Efforts made to secure external funding are beginning to pay off, as illustrated by the $1.6M recently awarded to Dr. Amy Briesch (see page 5).

The "Graduate Initiatives Committee" is currently in the process of generating a new graduate agenda, while the "Undergraduate Initiatives Committee" has already taken a first step in reaching out to undergraduate students by offering a new course entitled "Directed Study in Research". This course is equivalent to four semester hours, and offers undergraduate students the opportunity to explore a research topic in depth and to acquire "hands on" research experience in applied psychology through active participation in one of the eleven research teams currently available in our department.

In closing, I am pleased to say that the Applied Psychology Newsletter has now become a key vessel for the stimulation of internal and external dialogue, facilitating communication among and between faculty, students, adjuncts and alumni. Since our first issue (January 2014), we have published 70 pages of newsletter material and will continue to do so in September, after a short but well deserved summer break.

Have a wonderful summer. See you all back in the fall for the academic year 2014/2015.
Research Practices

Portfolio

The Behavior Disorders Research Team

In this interview, Drs. Robert Volpe and Amy Briesch present the main objectives and projects of The Behavior Disorders Research Team.

AP: Tell us about the BDRT

BDRT: The Behavior Disorders Research Team is comprised of two school psychology faculty members (Robert Volpe and Amy Briesch), and doctoral- and specialist-level students in the school psychology programs at Northeastern. Through both research and service learning projects, the BDRT has established strong relationships with several area schools, where much of our research is taking place.

AP: What are the goals of the BDRT?

BDRT: An ongoing challenge for the field of school psychology has been the existence of a research-to-practice gap. Some people have faulted practitioners for failing to adopt evidence-based practices; however, researchers have also been criticized for evaluating interventions under unrealistic conditions. The overarching goal of the BDRT has therefore been to develop and evaluate assessment and intervention technologies that are not only effective but usable (i.e., acceptable, feasible, compatible) in applied school settings. This attention to translating research to practice is what is called implementation science. In terms of external goals, we aim to design and evaluate sustainable procedures to prevent and treat emotional and behavioral disorders in school settings. Internally, we also aim to provide members of our research team with opportunities to provide service to children and with an understanding of applied psychological research in school settings.

AP: Can you describe some of the specific projects your team is working on at the moment?

BDRT: This spring, we completed a study examining the dependability of multi-item Direct Behavior Rating (DBR) scales. DBR is a hybrid tool for assessing student behavior that combines the strengths of behavior rating scales and systematic direct observation. DBR is similar to a behavior rating scale, in that external personnel are not necessary because the classroom teacher is most often responsible for conducting the ratings. DBR is also similar to direct observation, however, in that behaviors are operationally defined and ratings are conducted immediately following a short interval (e.g., at the end of independent reading).

We are also in the process of conducting a comprehensive meta-analysis of the literature on classwide interventions to support student behavior. Increasingly, schools have begun to establish tiered models of prevention, as has been adopted in the field of public health. Within the first tier, all students are exposed to primary prevention efforts in an effort to reduce the number of students requiring additional supports. One form of primary prevention involves the implementation of behavioral interventions such as token economies or group contingencies with an entire classroom. Research conducted over the past few decades has told us that these interventions work; however, the goal of this meta-analysis is to gain a better understanding of who these interventions work best with and under what conditions.

The team continues to evaluate the effectiveness of a computer program developed by Dr. Volpe designed to teach young children foundational reading skills. Also, we are working on a web-based system used to track student response to school-based interventions for behavioral/social-emotional problems.

AP: What kind of activities are your team members involved in?

BDRT: We aim to involve team members at all stages of research, depending on their previous experience and level of comfort. Team members have assisted with conducting literature reviews, collecting data, and analyzing results. Our team members have also been involved in preparing manuscripts for publication and presenting at national conferences. At the 2014 convention of the National Association of School Psychologists, student members of our research team were involved in eight poster and paper presentations!

AP: What projects are on the horizon?

BDRT: Although we are busy with grant writing this summer, we are excited to begin data collection when the new academic year begins. We have several projects on the horizon aimed at further developing and evaluating options for behavioral progress monitoring. Dr. Briesch recently received a grant from the Institute of Education Sciences to explore the current status of school-based behavior screening practices so that project will be gearing up in the fall. Dr. Volpe is also working with investigators in Germany and Austria who are translating his early literacy intervention and behavioral assessment measures into German. He hopes to create opportunities for students on the BDRT to work with students in Europe.

Information about the BDRT can be found at: http://www.northeastern.edu/bdrt/
Outreach Practices

Portfolio

Book Club discussion around Sheryl Sandberg’s Lean In: Women, Work & the Will to Lead

On April 22nd Dean Fulmer and Dean Poiger hosted a Book Club discussion around Sheryl Sandberg’s Lean In: Women, Work & the Will to Lead. AP interviewed Drs. Karin Lifter and Rachel Rodgers about their participation in this Book Club.

AP: What is Lean In?

RR: Lean In is a book recently published by Sheryl Sandberg, the CEO of Google, in which she outlines the gender inequalities that still exist in the workforce, and calls for women to actively participate more in leadership. “Lean In” metaphorically refers to engaging in leadership roles and responsibilities.

KL: It is about women taking a place “at the table,” and not holding back from leadership opportunities. Sheryl Sandberg challenges women to think about and reflect on the decisions we have made and the decisions we could still make in our professional and personal lives. She is saying women do not have to sacrifice family relationships to take on leadership positions.

AP: What was your main take home message from the Book Club discussion?

KL: My main take home message was that the sudden popularity of this book signifies that the context is right for these discussions and that we can seize the opportunity to build on and go beyond what Sheryl Sandberg proposes in her book, and contemplate how changes in leadership style and structural changes could contribute to equality.

AP: So how does this relate to Northeastern University and CAEP?

RR: These matters are extremely relevant at all levels. I would like to see more men and women at Northeastern involved in this discussion, from the students to the leadership. Whether it’s through raising awareness, or starting to think towards structural changes that can contribute to helping women “Lean In”. In practical terms this could be courses and workshops at the undergraduate levels, repositories of research and best practices for faculty to promote female careers, or think tanks for ways to help women advance through promotion and retain female faculty.

RR: My main take home message was that the sudden popularity of this book signifies that the context is right for these discussions and that we can seize the opportunity to build on and go beyond what Sheryl Sandberg proposes in her book, and contemplate how changes in leadership style and structural changes could contribute to equality.

KL: We have a good balance of men and women in CAEP and in Bouvé, as opposed to other colleges in Northeastern. We also have women in leadership positions, at the chairperson level and, of course, at the Dean’s level. We are in a good position to develop news ways of structuring more leadership positions for women and men. What needs attention is the balance between work and personal lives. Although having children is a choice, raising children is central to continuing our civilization. The issues of raising children and balancing those activities with work are everyone’s concern. Right now families are making decisions based on individual choices, and many of these choices are limited. For women, and men, to truly “Lean In,” we need to identify and break down barriers, and develop more supportive structures – around tenure, teaching, committee work, and all other activities that support the functioning of the university and the individual people who run it.
The Consultation Project Embedding Real-World Projects into a Course

In this interview, Dr. Louis Kruger discusses how he incorporated a real-world project in his PhD course on Leadership, Consultation, and Supervision.

AP: Do you have a philosophy that guides your design of course activates?

LK: If I have one principal concern about all my courses, it pertains to what will the students remember and use for many years to come. This concern is analogous to the question we ask about our interventions with clients. Will the positive change generalize across settings and be maintained over time? The best way I know how to accomplish these aims is to incorporate experiences in the course that parallel the type of tasks and challenges they will have when they graduate from the program. In addition, it is imperative that the students receive feedback along the way, and have an opportunity to reflect on their work and the hypotheses they are developing. Practice alone is not sufficient to promote expertise and long-term learning (Tracey, Wampold, Lichtenberg, & Goodyear 2014).

AP: Given this philosophy, how did you try to improve this course?

LK: The most important change was to impose greater structure on the main course project. The project is a systems-level consultation with an actual organization. This is a particularly challenging project because of the complexity of systems-level problems and the difficulty of coordinating tasks and facilitating communication among multiple individuals from different settings. Thus, before the semester began, I established the broad parameters of an appropriate consultation problem with two organizations. I also developed a memorandum of understanding with them that included the major responsibilities of the consultation team (students and professor) and the organization (primary representative/consultees from the organization). I divided the students into two consultation teams, each of which had responsibility for working with one of the organizations. Prior to the end of the semester, each team was responsible for conducting a PowerPoint presentation for staff at the organization’s site, and delivering to them a detailed written report with recommendations.

AP: How did you incorporate feedback and reflection into the project?

LK: I used multiple methods. I reserved a portion of class time for the teams to report on their progress and challenges, and receive input from their fellow students and me. Throughout the semester, they were required to submit interim materials to me, such as interview protocols, a work plan for the project with timelines, interim drafts of their reports, and to give an in-class PowerPoint presentation prior to the site-based one. I gave them feedback on all of these activities.

AP: What are some of the challenges in teaching a course like this?

LK: One challenge is the stress associated with an actual consultation case. No matter how carefully planned such a project is, the unexpected occurs. These unanticipated events can create considerable stress. Another source of stress was “living up” to the expectations of doing a professional job. These were very meaningful problems to the organizations. Thus, part of my responsibility was to help the teams maintain their equanimity despite the inevitable setbacks. In retrospect, these were great learning experiences for the students and me. Another challenge was determining the proper balance between giving them guidance and autonomy. I tried to follow evidence-based advice by being particularly active in structuring the project at the beginning, middle and end of the semester (Wageman, Fisher and Hackman, 2009). However, I’m sure that sometimes I did not provide sufficient guidance, and at other times I probably provided more than they needed.

AP: How do you plan to improve this course project?

LK: At the beginning of the course, I have to more clearly communicate the relevance of the project to the students’ future professional work. Even if some students are not planning on doing systems-level consultation in the future careers, the project should be very helpful to them. We are all members of multiple organizations. All these organizations have problems, and these problems often impede our ability to get our job done. Thus, skills in organizational-level problem solving are always needed. Another area for improvement relates to expectations. At times during the semester, misunderstandings occurred between the organizations and consultation teams. Thus, I need to do a better job of communicating and reaching agreement on expectations with the organizations prior to the start of the semester. In particular, these expectations concerned promptness of responses, how much time students can devote to the projects, how much detail a data collection proposal should contain, and deadlines for the projects.

AP: What was the most gratifying aspect of teaching this course?

LK: As Cervantes said, “the proof of the pudding is in the eating.” Despite the setbacks, both teams rose to the demands of the project and produced professional quality reports and PowerPoint presentations. The consultees at the sites described these products as “fabulous” and “very impressive”. Moreover, they intended to act on many of the teams’ recommendations. In addition to the skills the students acquired, they developed a strong sense of efficacy about solving organizational level problems.


Research & Scholarship News

Recent Faculty Publications - May 2014


Recent Faculty Awards and Honors

Past May 16th at the annual spring conference of the Massachusetts School Psychologist Association Dr. Louis Kruger was honored with the Association’s Friend of Children Award for his dedication to children and families, raising awareness regarding high stakes testing, educating graduate students, and contributing to school psychology.

Dr. Amy Briesch was selected as the recipient of the 2014 American Psychological Association Division 16 Lightner Witmer Award. This award recognizes Dr. Briesch “scholarly contributions that have significantly nourished school psychology as a discipline and profession.”

Recent Grants

Amy Briesch and colleagues at the University of Connecticut recently received a 3-year $1.6 M grant from the Institute of Education Sciences to explore the current status and impact of school-based behavior screening practices. The project aims to (a) identify what state and district-level priorities look like with regard to school-based behavior policy, (b) identify the degree to which school districts nationally incorporate screening practices and what these look like, (c) determine whether implementation of behavior screening practices predicts student behavioral outcomes, and (d) assess what stakeholders perceive as the intended purpose, value, and usability of behavior screening.
Students’ Corner

Graduation 2014

CONGRATULATIONS TO OUR NEW GRADUATES
Student Affiliates in School Psychology 2014 Conference

On May 9, Northeastern’s chapter of the Student Affiliates in School Psychology (SASP) hosted their annual spring conference. Dr. Dan Cheron, Assistant Director of Clinical Services at Judge Baker Children’s Center, presented on the Modular Approach to Therapy for Children (MATCH-ADTC) Program. The training reviewed the psycho-social-biological model for depressive disorders, and presented cognitive and behavioral treatment strategies for alleviating Major Depressive Disorder, Persistent Depressive Disorder, Adjustment Disorders with Depressed Mood, and other specified and unspecified depressive disorders in youth. The SASP conference was attended by NU students, faculty, and field supervisors, as well as school psychology students from MSPP, Tufts, and UMASS Amherst.

Northeastern University Teachers and Students (NUTS) for Counseling Psychology

The “Northeastern University Teachers and Students (NUTS) for Counseling Psych” Team, organized by the Northeastern Counseling Psychology Graduate Organization (NCP-GO!), tirelessly raised $1,155 (16% above our goal) in our first-time team walk with the National Alliance for Mental Illness - Massachusetts (NAMI Mass) campaign to raise mental health aware on May 10, 2014. Special thanks to the families and friends of team members Meghan Adams, Oyenike Balogun, Shelly-Ann Collins, Meghan Lovering, Pamela Naab, Bianca Poindexter, Ami Popat-Jain, Brian Siembor, and Kathy Wu for their generous support.

Students’ Awards

Counseling Psychology Doctoral Student Jonathan Entis was awarded the 2014 Dissertation Continuation Fellowship

Students’ Presentations


Going Global

In this interview, Dr. Rachel Rodgers describes her recent experience at the Body Image and Disordered Eating Research Lab at La Trobe University in Melbourne, Australia

AP: Where were you in Australia?

RR: I spent the month of May at the Body Image and Disordered Eating Research Lab at La Trobe University in Melbourne. Professor Susan Paxton leads a very dynamic research team. At present they are conducting a number of concurrent research projects focusing on identifying risk factors and the prevention of body image and eating concerns in different age groups. Two of their research projects are looking at the development of body image and eating practices in very young children, from the age of 3 onwards, and how parental attitudes and behaviors influence these. Their team has also developed a number of successful prevention programs for adolescents over the years, and they are continuing to work on the evaluation of these programs. This is now the fourth time I have visited this team, and we have a strong ongoing collaboration.

AP: Can you tell us more about this collaboration?

RR: My research interests align very closely with those of this research team. I first spent time in Melbourne in 2007 during my PhD and our collaboration has continued since. As you will remember, my colleague Siân McLean from La Trobe University, also visited us in Boston in April. Over the years we have collaborated on a number of projects, developed common research questions, and collected international data. Their group possesses some large data sets that are useful for looking at secondary data questions. In addition, I sometimes offer statistical expertise. This year has been very productive and we have looked at some really interesting research questions. We are aiming to submit them to a conference in Boston in April 2015 and I hope that this will provide my colleagues with the opportunity to visit us again!

AP: What do you enjoy most about your collaboration?

RR: I very much enjoy the uninterrupted research time for a few weeks. The daily interactions with other researchers in the field are highly stimulating, and the setting is very favorable for moving projects forward. Furthermore, body image, eating, and weight disorders are global issues and require global collaborations to address them. In addition, of course, I am always delighted to see my Australian colleagues who are extremely welcoming and have become very good friends over the years. La Trobe University has instituted “morning tea” – a tea break just before 11am when staff and faculty gather for tea and biscuits which I think is such an excellent idea! (coffee is allowed of course)
Undergraduate Initiative

As an initial step in the Undergraduate Initiative, CAEP launched the Course - Directed Study in Research

The Directed Study Research is a four-semester-hour course. This course offers undergraduate students the opportunity to explore a research topic in depth and participate in a “hands on” research experience in applied psychology under the supervision of a full-time faculty member in the Department of Counseling and Applied Educational Psychology. This experience is best suited for highly motivated individuals who are capable of taking initiative, accepting feedback, and working as a member of a team.

The course provides undergraduate students majoring in health sciences, psychology and related disciplines with an opportunity to learn about research methods in applied and professional psychology by means of participating on a research team. The directed study is particularly appropriate for undergraduates who are considering careers in professional psychology, behavioral health, academia or applied psychological research.

Current Research Teams

APPEAR (Applied Psychology Program on Eating and Appearance Research)

Main Objectives: The main objective of our research lab is to develop and evaluate evidence-based interventions that successfully promote positive body image and healthy eating patterns. As such, our work focuses on the identification of risk factors for body image and eating that may serve as targets in interventions. In addition, we aim to develop and evaluate the efficacy of interventions aiming to improve body image and support healthy eating patterns, in particular through Internet and mobile technology. Our overall approach emphasized the importance of health as opposed to weight, and our work aims to be translational in that its focus ranges from the individual to the social and policy level.

Main Current Research Projects: (1) The development and evaluation of interventions aiming to decrease body image and eating disorders capitalizing on technology; (2) The development of sociocultural models of body image and eating concerns; (3) Psychological and behavioral correlates of adherence to medically necessary dietary regimens in pediatric populations, such as children with gastrointestinal disorders and food allergies; (4) The role of working memory in body image and eating disorders.

Contacts: j.george@neu.edu or d.franko@neu.edu or r.rogers@neu.edu

Mindfulness in Everyday Living for Mental and Physical Wellness

Main Objectives: The overall goal of this research is to understand the role of mindfulness in the context of daily living and develop mindfulness-based training that can be integrated into everyday life and benefit physical and mental health. Mindfulness is generally defined as a non-judgmental awareness of the present moment. The state of clear awareness can be developed through daily formal and informal practices. We are interested in understanding 1) the state of and fluctuations in mindfulness in trained and untrained individuals; 2) contextual factors associated with heightened and dull states of mindfulness; 3) approaches to training mindfulness in the context of daily living. We make use of modern approaches to assessment and intervention that involves technology (e.g., mobile phones, and other portable electronic devices).

Main research projects: Ongoing research projects include a) ecological momentary assessment of mindfulness in a sample of cancer patients; b) Facebook-based survey of general interest in technology-based mindfulness training programs; c) development of a technology-based mindfulness training program for stress reduction in younger adults; d) meta-analysis of mindfulness-based training programs to alleviate stress and work burnout in physical and occupational therapists.

Contacts: Mariya Shiyko m.shiyko@neu.edu

Motivational Interviewing Health Disparities (MIHD) Research Lab

Main Objectives: Reduce risky health behaviors among under-served urban, immigrant populations; co-morbidity poor mental health and drug use; social determinants of mental health, acculturation stress, ways of coping, HIV and treatment engagement; measuring behavioral outcomes of integrated care

Main Research Projects and funding: a. Motivational Interviewing translated and adapted for Latino hazardous drinkers: A randomized clinical trial: culturally-tailored Motivational Interviewing (NIH Funded, NIAAA, 2012-2017); b. Development of a brief motivational intervention to enhance treatment retention among HIV+ patients (Dean’s Office Funding); c. The impact of Integrated Care on physical and mental health outcomes* (Research funded by the Kenerson Faculty Award for Community Service)

We have an active study research site at the South End Community Health Center, where Dr. Lee directs the Integrated Behavioral Health Program

Contacts: Christina Lee chr.lee@neu.edu 617-373-2470; Tonya Tavares, Project Director
Behavior Disorders Research Team

Principal Investigators: Drs Amy Briesch & Robert Volpe

Team Members: Jacquelyn Briesch, Ruth Chaffee, Brian Daniels, Alysa Dempsey, Matt Dubois, Josefine Eriksson, Marissa Goyden, Betsy Hemphill, Genevieve Krebs, Petrina Provenzano, Megan Roth, Beth Rutman, Christina Sakelarakis, Victoria Summerlin, Mary Varner, Arielle Wezdenko

Main objectives: To design and evaluate sustainable procedures to prevent and treat emotional and behavior disorders in school settings; To provide members of our research team with opportunities to provide service to children, families, and school systems; To provide team members with an understanding of applied psychological research in school settings. At present our research team is involved in evaluating academic and behavioral interventions, evaluating the psychometric properties of assessment tools, and designing efficient and psychometrically adequate assessment tools to inform intervention.

Main research projects: a. Creation and validation of behavioral assessment measures for monitoring the effects of school-based interventions; b. Computer-aided instruction targeting early literacy skills; c. Examination of school-based behavior screening practices across the U.S.; d. Meta-analysis of class wide interventions to support student behavior

Contacts: Amy Briesch: a.briesch@neu.edu, Rob Volpe: r.volpe@neu.edu

http://www.northeastern.edu/bdrt/

Violence in Dating Relationships Research Team

Principal Investigator: Dr. Christie J. Rizzo

Team Members: none yet

Main objectives: The goals of this research are to 1) better understand the interpersonal and interPersonal factors that contribute to the development of violent dating relationships during the adolescent years, 2) to develop evidence-based intervention programs that offset dating violence and other relationship risk behaviors; 3) effectively disseminate prevention programs through school, juvenile justice, and child welfare organizations; and 4) harness technology to disseminate prevention strategies in a way that reaches youth most at risk (e.g., juvenile justice, DCF involved).

Main research projects: Ongoing research projects include: a. an efficacy study of an indicated dating violence and sexual risk prevention program targeted to high school girls with histories of serious dating violence exposure (physical and/or sexual violence); b. study examining factors that impact treatment response, including family history, parenting strategies, and individual risk profiles; c. a study examining mechanisms of treatment response, including change in mental health symptomatology, emotion regulation skills, and partner selection practices.

Contacts: Christie J. Rizzo christie_rizzo@brown.edu

Project Play

Principal Investigators: Drs. Karin Lifter, Emanuel Mason, and Amanda Cannarella

Team Members: Ashley Cameron; Kristin Concannon; Summer Klug; Genevieve Krebs; Kate Vertucci; Brienne Fitzpatrick; Minh Nguyen; Michelle Berton; Alexandra Colpack; Brittany Morley; and Christine Chao.

Main Objectives: To adapt the research version of the Developmental Play Assessment (DPA-R: Lifter, 2000) into a user-friendly version for practitioners (DPA-P); scale and validate the new instrument; and test an online training program for practitioners to use the DPA-P. The DPA-R is used to determine a child’s progress in play (i.e., provide a profile of play) in order to identify instructional goals centered on play. Children with delays in cognition, language, and social interaction show delays in play. We think instructional goals for such children should include attention to developments in play, too, which is why we developed the DPA-R.

The study’s participants include young children, their parents/caregivers, and their service providers/teachers. A total of 500 children with and without delays, from the ages 8 months to 5 years, are being recruited for calibrating and scaling the DPA-P. A subset of these children (n = 200) is being followed every 6 months to verify the longitudinal sequence of the categories and predict readiness for school from the play and other measures. The children’s parents/caregivers play with their children during the play observations in their homes. Service providers and teachers (i.e., practitioners) are being recruited to learn about and administer the DPA-P. Their training includes participation in an on-line training package and the administration of the DPA-P. The participants will receive toys, gift cards, and payments for their participation.

Main research projects: Project Play is focused on observational, descriptive research at this point. These studies are in preparation for future intervention work. The current projects are: a. Data collection in the field; b. Data coding of the videotaped play observations; c. analyses of the descriptive data on play to determine the developmental sequence of play from 8 months to 60 months in children with and without disabilities; and d. analyses of practitioners online training; and e. analyses of the comparisons between the DPA-R and the DPA-P.

Contacts: K.Lifter@neu.edu; A.Cannarella@neu.edu; https://www.northeastern.edu/projectplay/
Analysis of the Psychological Effects of Poverty

Principal Investigator: Dr. Emanuel Mason

Team members: Ashley Cameron, Caley Arzamarsky

Main objective: To utilize population representative datasets from private and governmental agency sources to analyze relationships and test hypotheses about effects of ecological and environmental factors related to poverty and their effects on academic performance, aspirations, social adjustment, parenting, careers, and other aspects of life, development and adjustment. Such research permits the practical assessment of theory, the development of new theory, and can be the source of new research investigations in the field.

Current Projects: This is a new research team, with two current projects, the effects of the degree to which services are available in the schools on the services for children with autism, and the effects of poverty on parenting practices.

Contact: E. Mason e.mason@neu.edu

High Stakes Testing: Risk, Resiliency and Culture

Principal Investigators: Drs. Louis Kruger & Chieh Li

Team Members: Kalyani Krishnan, Ashley Cameron, Rachel Ruah, Edward Kimble, Diana Stoianov, Kristin Holborn

Main objectives: The purpose of our research is to unravel the mystery of why some individuals give up after a failure and others persevere and eventually succeed. More specifically, we are investigating the internal and external risk and protective factors that lead to either success or failure in academics among youth from low-income urban communities and culturally and linguistically diverse backgrounds.

Main research projects: Our current study is exploring former high school students’ perspectives on (a) why they failed their state’s mandated high stakes test, (b) the psychological effects of failing a high stakes test, (c) the psychological and ecological factors that contributed to their resilience after this failure, and (d) culturally responsive intervention strategies.

Contacts: Louis Kruger kruger@neu.edu 617-373-5897; Chieh Li c.li@neu.edu 617-373-4683

Center on Population Health and Health Disparities: Boston Puerto Rican Health Study (Collaboration between UMass, Northeastern University and Tufts University) Based at Northeastern University: Project 2: Social Indicators of Psychosocial Stress Among Puerto Rican Elders in the Boston Area

Principal Investigators: Drs. Katherine Tucker; Luis Falcon (UMass Lowell); Dr. Irina Todorova (Co-Investigator for Project 2)

Team Members: Irina Todorova; Wallis Adams; Mariana Guzzardo; Zlatina Kostova

Main objectives: Project 2: Social Indicators of Psychosocial Stress Among Puerto Rican Elders in the Boston Area - The long term goal of this work is to contribute to understanding psychological, social and environmental contexts of health disparities of older Puerto Ricans. The objective of this proposal is to examine, in our study population, how stressors, personal resources, social networks, and perceptions and characteristics of the local environment relate to physical and mental health outcomes over time. We draw on the large scale longitudinal data set (N=1200) being collected at three time points; as well as on in-depth interviews conducted with a sub-sample of the larger cohort. The use of mixed methods and the multi-level examination of individual, social, and environmental factors will contribute to a fuller approach in answering the research questions. Our results will further the understanding of the complex processes leading to health disparities, and provide evidence for policy changes, the development of successful interventions, and more efficient use of resources for lowering health disparities.

Main research projects: a. To assess the impact of stressors on health disparities experienced by Puerto Rican adults over 5 years. b. To assess the characteristics and effects of social networks on health outcomes over 5 years. c. To assess associations between depressive symptomatology, psychosocial stress and cardiovascular risk. d. To assess the characteristics of social networks and their effects on cardiovascular risk... To provide in depth understanding of experiences through ethnographic methods and interviews with a subset of participants. These interviews focus on the social domains of migration, family, stress, social support, meanings of aging, health and illness and cultural identity.

Contacts: Irina Todorova, PhD i.todorova@neu.edu www.uml.edu/Research/CPHHD/ www.uml.edu/Research/CPHHD/Research/Publications.aspx

http://cancercontrol.cancer.gov/populationhealthcenters/cphhd/centers-nu.html

Multiple Identities Research Team

Principal Investigator: Dr Tracy Robinson-Wood

Team Members: Nike Balogun, Isabelle Biennestin, Noreen Boadi, Shelly Collins-Rawle, Atsushi Matsumoto, Bianca Poindexter, Ami-Popat, Amanda Weber, Elda Zeko-Underwood

Main objectives: To investigate the prevalence and nature of microaggressions among highly educated racial, gender, and sexual minorities and to chronicle coping strategies. In addition, our
team is exploring the presence and type of racial socializations messages that white mothers and black mothers give to their black/white biracial children.

Main Current Research Projects: In an effort to provide members of our research team with an understanding of applied psychological research, we engage in the following activities: 1) Review the research literature; 2) Write grants; 3) Collect and analyze data; 4) Prepare proposals for poster and conference presentations; and 4) Co-author manuscripts for publication in counseling related peer reviewed journals. Understanding the psychological and physiological impact of microaggressions on staff, students, and faculty, our research team is a safe space for sharing and telling of microaggressions and is comprised of members who are diverse across ethnicity, nationality, race, gender, and sexuality. We are working on the development of an instrument to measure multiple, distinct, and simultaneous microaggressions.

Contacts: Tracy Robinson-Wood: tr.robinson@neu.edu

Neuro4Health

Principal Investigator: Dr. Oscar Gonçalves

Team Members: Sandra Carvalho, Jorge Leite, Ana Gonçalves, Carmen Armengol, Brandon Frank, Silvia Carvalho, Leonor Garcia-Gomez

Main objectives: The main objective of our lab is to combine neuroimaging, neurophysiology and neurotherapeutics to study the interface between brain and behavior, in both healthy and clinical populations. Our mission is a twofold: to conduct basic research on neurocognitive and neuroemotional processes relevant to the understanding of clinical phenomena; and to do applied research, assessing the effectiveness of novel treatment interventions combining neuromodulation, psychopharmacological and psychotherapeutic interventions

Main current research projects: (1) The use of an interactive tDCS intervention in Obsessive-Compulsive Disorder; (2) A Closed Loop System for the Improvement of Motor and Cognitive Symptoms in Parkinson’s Disease

Contacts: Oscar F. Gonçalves o.gonalves@neu.edu 617-373-8120;
News From The Graduate Programs

PhD in School Psychology was granted a seven years full accreditation by the American Psychological Association

Early Intervention Certificate received approval from the Massachusetts Department of Public Health

Atsushi Matsumoto, Counseling Psychology Doctoral Student, shares his Point of View on Integrated Health Care

The Interdisciplinary Certificate Program in Early Intervention just received approval from the Massachusetts Department of Public Health for the following programs, leading to state certification as an Early Intervention Specialist: Certificate Program in Early Intervention; MS/CAGS Program in School Psychology; MS program in Counseling Psychology; MS Program in Speech-Language Pathology; BS Program in Communication Disorders; DPT program in Physical Therapy; BS Program in Psychology; BS Program in Human Services.

The Northeastern program, directed by Karin Lifter, is the only interdisciplinary early intervention preparation program in the state. Students and faculty from different programs and colleges participate. The program can be taken alone, or integrated with master’s degree or bachelor’s degree programs, as noted in the list of programs above. The program consists of four didactic courses and two practicum seminar classes coordinated with field experiences, delivered in a hybrid format.

A.P.: How would you describe Integrated Care?
A.M.: Integrated care is a patient centered model of care that brings together all providers as a team in working with patients with the aims of enhancing their health outcomes and reducing health disparities. Providers from various trainings including behavioral health coordinate and collaborate in order to provide services that recognize intertwined nature of physical, mental health and environmental stressors. Implementation of integrated care in a community based setting, such as the South End Community Health Center, is critical in reaching out to patients who may benefit from integrated services yet have been missed from such services due to the traditional model of care that maintains isolation between primary care and behavioral health.

A.P.: What have been the highlights of working in an integrated care setting? For example, how has it affected your practice? Views of the field? Ability to work on a team? Any of these would be helpful.
A.M.: I have definitely gained skills in working with patients with a wide range of concerns with varying life circumstances. I also learned the importance of collaboration as a team in working with not only primary care physicians but also other professionals including case managers and nurses in stabilizing external environment for patients while at the same time attending to the immediate needs of individuals with distress.

A.P.: What are the challenges of working in an integrated setting?
A.M.: The challenges I had was the fast paced setting of integrated care and learning effective communication skills in providing consultation to patients from diverse populations in a timely manner. Another challenge was to engage in a mutual learning process and in developing a shared language across a team of service providers.
In the third phase, participants engage in role-playing activities that mirror a "day in the life" of a global manager, e.g., a meeting with other managers.

Allan Bird (Ph.D., University of Oregon) is the Darla and Frederick Brodsky Trustee Professor in Global Business at Northeastern University's D'Amore-McKim School of Business. He is the author/editor of five books, including Global Leadership: Research, Practice and Development, The Encyclopedia of Japanese Business and Management and Japanese Multinationals Abroad: Individual and Organizational Learning. His research interests focus on global leadership and effective management in intercultural contexts, with a particular emphasis on assessment and development. Some of the companies he has worked with include AT&T, Fujitsu, GE, IBM, Medtronic, Molex, Monsanto, Nippon Express and Watchmark.

A.P.: What is the Assessment Center for Global Effectiveness program?

A.B.: The Assessment Center for Global Effectiveness (Global ACE) is a leadership assessment center focused on developing leadership capability in undergraduate students at Northeastern University. It is one of several programs administered by the Global Leadership Initiative in the D'Amore-McKim School of Business.

An assessment center is a systematic process for evaluating individual competencies using multiple methods, including inventories, written work and behavioral observation. The use of assessment centers in global leadership development, both as mechanisms for evaluation and for professional growth, has increased significantly among global organizations over the past decade. Although they originated in the United States, they have had greater acceptance in Western Europe and, more recently, Asia.

One of the goals of the Global Leadership Initiative is to identify best practices among global organizations – be they corporations or not-for-profit organizations – and explore their potential application in higher educational settings. The assessment center approach is a natural fit with the strong experiential and developmental approach that we have adopted in the International Business program.

Global ACE uses the Global leadership Competency Pyramid (Bird & Osland, 2004) as its conceptual framework and evaluates participants in terms of eight specific competencies found to influence global leadership effectiveness. Assessment occurs in three phases. In the first phase, participants complete four psychometric assessments online. These include the Watson-Glaser Critical Thinking Appraisal, the SchoolPlace Big Five the Intercultural Effectiveness Scale and the Thomas-Kilman Conflict Mode Instrument. In the second phase, participants complete three written assignments that mirror the type of work that they might encounter as a manager in a global organization. For example, one exercise involves preparing an email response to two managers in conflict with one another over certain planning decisions. In the third phase, participants engage in assessing and subsequent coaching participants allows them to apply much of what they are learning in their studies. It is an ideal partnership.

We view the students not simply as behavioral assessors and as counseling specialists but as partners in the process of developing the full potential of the assessment center concept at Northeastern. We seek continuously to deliver their input regarding how we can make the experience more meaningful and developmentally powerful for participants.

We particularly appreciate the clinical and pedagogical perspective they contribute in their feedback and the professional demeanor they bring to their work.

A.P.: What perspectives do you see for our collaboration in the future?

A.B.: The program is in its infancy, officially launching with the start of the Fall 2014 term. We see extraordinary potential to work with a large number of CAEP students moving forward. We are also excited about the prospect of learning how we can leverage the distinctive perspectives and capabilities that CAEP brings to the collaboration.

As Global ACE moves forward, there is also a tremendous opportunity for collaborative research. There are myriad research questions amenable to exploration using the data gathered through the assessment center experience. In addition to questions focusing on individual characteristics and competency development, the data will also allow for the exploration of a variety of pedagogical and program design questions.

As we grow our relation with CAEP, it may also be possible to extend the assessment concept to areas and groups more central to CAEP's primary focus. A major contribution to personal development and growth that assessment center's provide is credible, targeted baseline information about how individuals behave. This is something of value in myriad settings where growth and development are a primary focus.