Elizabeth Parham Horn, M.A.

 eph233@nyu.edu

**EDUCATION**

**New York University,** New York, NY Anticipated completion: September 2020

Ph.D. Candidate, Counseling Psychology

M.A., Masters of Philosophy

Institute of Education Sciences Predoctoral Interdisciplinary Training Fellow

Dissertation: The Early Teacher-Child Relationship for At-Risk Youth: A Longitudinal Descriptive and Causal Analysis

(Proposed 10/2018; Anticipated Defense 06/17/2020)

**Georgetown University**; Washington, DC May 2011

Bachelor of Arts in Psychology, graduated *Magna Cum Laude* with Honors in Psychology

Minors: English and French

Study abroad: Paris, France (2010)

**CLINICAL EXPERIENCE**

**Doctoral Internship in Professional Psychology** September 2019-Present

Trinitas Regional Medical Center, Department of Behavioral Health and Psychiatry, Elizabeth, NJ

Director: Dr. Rodger Goddard, Ph.D.; Supervisors: Dr. Atara Hiller, Dr. Essie Larson, Dr. Jamie Stillwell, and Dr. Patricia Neary-Ludmer

*Pre-Doctoral Psychology Intern*

* Provide evidence-based therapy to children and adolescents, ages 10 through 18 years, with anxiety disorders, depression, post-traumatic stress disorder (PTSD), borderline personality disorder, and attention-deficit hyperactivity disorder (ADHD) in an outpatient setting using cognitive behavioral therapies (CBT) and dialectical behavior therapy (DBT).
* Conduct evidence-based treatment to adults with depression, PTSD, ADHD, and borderline personality disorder in an outpatient setting using CBT and DBT.
* Co-lead DBT skills groups for adolescents and adults in an outpatient setting.
* Training in cognitive-behavioral therapies for the treatment of PTSD in children, adolescents, and adults, such as Prolonged Exposure (PE) and Trauma-Focused Cognitive Behavioral Therapy (TF-CBT).
* Consult with teachers and parents in prekindergarten classrooms throughout the Linden, NJ school district to provide behavioral and emotional support for children experiencing difficulty at school.
* Helping in the development of an attendance incentive system and counseling program at Union High School.
* Facilitate a healthy relationships therapeutic group for high schools students in need of emotional and behavioral support at Union High School.
* Conduct psychological testing and generate reports for children, adolescents, and adults to evaluate for developmental disabilities, learning disabilities, ADHD, and social-emotional needs and provide appropriate referrals.
* Complete weekly intake evaluations for children, adolescents, and adults with a range of diagnostic presentations.
* Attend weekly seminars and supervision on evidence-based treatments for children and adults, testing, trauma, and DBT.
* Completed month-long training in DBT with Dr. Essie Larson, a Behavioral Tech certified trainer.

**Pediatric Psychology of Manhattan, PLLC**, May 2019-September 2019

New York, NY

Supervisor: Dr. Tara Mathews, Ph.D.

*Pre-Doctoral Psychology Extern*

* Provided evidence-based treatments to children, adolescents, and young adults for tic disorders, trichotillomania, obsessive-compulsive disorder (OCD), ADHD, and depression.
* Received training in Comprehensive Behavioral Intervention for Tics (CBIT) and habit reversal training.

**Child and Adolescent Inpatient Units** July 2018-June 2019

New York-Presbyterian Hospital – Westchester, White Plains, NY

Supervisor: Drs. Megan Feltenberger-Hughes, Ph.D. and Elizabeth Allen, Ph.D.

*Pre-Doctoral Psychology Extern*

* Provided evidence-based therapy to children and adolescents with anxiety disorders, OCD, depressive disorders, personality disorders, disruptive behavior disorders, and autism spectrum disorder (ASD).
* Conducted evidence-based CBT with children and adolescents in individual sessions on inpatient units.
* Co-led CBT group sessions on inpatient units with children and adolescents ages 6 through 17 years.
* Co-facilitated DBT group sessions with adolescents, ages 14 through 17 years, on inpatient unit.
* Participated in case conferences and milieu therapy on child and adolescent inpatient units.
* Attended weekly psychiatry and psychology grand rounds, related to evidence-based treatment for anxiety, obsessive-compulsive disorder, depression, personality disorders, drug dependence, and Tourette’s Syndrome.
* Completed eight-month training in DBT with Dr. Francheska Perepletchikova, a Behavioral Tech certified trainer.

**Center for Counseling and Community Wellbeing** October 2017-August 2019

New York University, Department of Applied Psychology, New York, NY

Supervisor: Dr. A. Jordan Wright, Ph.D.

*Pre-Doctoral Clinician*

* Conducted neuropsychological testing with children experiencing symptoms of neurodevelopmental and learning disorders.
* Generated reports based on the results of testing in order to provide academic and psychological recommendations and referrals.

**ADHD and Behavior Disorders Center** July 2017-June 2018

Child Mind Institute, New York, NY

Director: Dr. David Anderson, Ph.D.; Supervisors: Drs. Kristin Carothers, Ph.D., Matthew Rouse, Ph.D., M.S.W., and Caroline Mendel, Psy.D.

*Pre-Doctoral Psychology Extern*

* Provided evidence-based therapy to children in weekly individual sessions using CBT manualized treatments (e.g., Coping Cat, Organizational Skills Training (OST), Exposure and Response Prevention (ERP), Incredible Years (IY), and Think Good – Feel Good).
* Assessed, diagnosed, and treated clients diagnosed with the following disorders: ADHD, oppositional defiant disorder (ODD), ASD, and OCD.
* Co-facilitated an IY group with children ages 6 though 9 years from diverse cultural backgrounds at a New York City public school as part of the Student Success program.
* Conducted intake screener calls with parents of children attending the IY groups at seven schools throughout the New York City public school system.
* Received training in Parent-Child Interaction Therapy (PCIT) to work toward certification.
* Co-led one-day psychoeducation and behavioral trainings with parents using the Behavioral and Emotional Skills Training (B.E.S.T.) protocol.
* Completed trainings for Kazdin’s Parent Management Training program, the Incredible Years school consultation program, and the Kiddie Schedule for Affective Disorders and Schizophrenia (K-SADS-PL).
* Participated in weekly didactic seminars and supervision in behavioral and cognitive behavioral theory, formulation, and techniques; evidence-based treatments for attention-deficit/hyperactivity disorder, disruptive behavior, selective mutism, and anxiety disorders; diagnostic evaluations; and psychopharmacology.
* Participated as a counselor in the Summer Program for children ages 5 to 9 years with ADHD and disruptive behavior disorders.

**Birth to Five Program**  July 2016-June 2017

Montefiore Medical Center, The Children’s Evaluation and Rehabilitation Center, Bronx, NY

Supervisor: Dr. Anne Murphy, Ph.D.

*Pre-Doctoral Psychology Extern*

* Co-led group-based attachment intervention for parent-child dyads experiencing relational issues as result of past or current trauma.
* Conducted psychotherapy with parents experiencing anxiety and depression and parent-child dyads with relational concerns from psychodynamic and attachment-based orientations.
* Co-facilitated trauma-informed parent group for parents attending the group-based attachment intervention to address traumatic experiences, interpersonal skills, and daily living skills.
* Assessed, diagnosed, and treated clients with the following disorders: depression, anxiety, separation anxiety disorder, posttraumatic stress disorder, adjustment disorder, ADHD, ASD, ODD.
* Conducted clinical interviews and intakes, which included the Adverse Childhood Experiences (ACEs) questionnaire, PHQ-9, GAD-7, and the Adult Attachment Interview (AAI), with parents to determine the course of treatment.
* Completed training in the Group Attachment Based Intervention (GABI) program conducted by Drs. Howard Steele, Miriam Steele, and Anne Murphy.
* Participated in trainings on the Adult Attachment Interview (AAI) conducted by Dr. Howard Steele and mentalization in psychotherapy by Drs. George Downing and Howard Steele to supplement the GABI training.

**CLINICALLY RELEVANT EXPERIENCE**

**Child Life and Charna’s Kids Club Sibling Program**, June 2014-June 2015 New York-Presbyterian Morgan Stanley Children’s Hospital, New York, NY

*Volunteer*

* Spent four hours every other week with children who were patients at the children’s hospital and their siblings, providing them with companionship, toys, games, crafts, etc.
* Facilitated activities for therapeutic play in the playroom for siblings, aged four to fifteen, of children who are in the hospital.

**DC Autism Buddies,** Washington, DC November 2011-June 2013

*Volunteer and Volunteer Coordinator*

* Spent two hours every other week with children on the autism spectrum, assisting with all activities including circle time, running time, snack time, free play, play outside, and other special activities.
* Spoke with parents before and after each session to both understand specific problems the children needed to work on and relate the events of the day to the parent.
* Helped organize and attended events for program outreach and autism awareness.

**RESEARCH EXPERIENCE**

**New York University, Institute of Human Development and** June 2019**-**Present

**Social Change**, SMART Beginnings

*Doctoral Research Fellow*

Principal Investigators: Dr. Pamela Morris, Ph.D., Dr. Alan Mendelsohn, M.D., and Dr. Daniel Shaw, Ph.D.

* Program child assessment and parent survey questionnaires in Qualtrics for data collection purposes.

**CAMBA, Program Evaluation and Data Analysis** June 2018-March 2019

Supervisor: Dr. Yael Bat-Chava, Ph.D.

*Research Intern*

* Developed and implemented an incentive system in School’s Out New York City (SONYC) after-school programs for middle school students to improve attendance and positive behaviors.
* Conducted trainings and provided ongoing support in the incentive system for after-school program coordinators and staff members.
* Visited after-school programs and met with after-school program coordinators to discuss the behavioral strategies used in the programs.
* Coordinated with maternal and infant health programs in family services department to create outcomes to track across programs.

**New York University, Department of Applied Psychology**,September 2015-Present

Counseling Psychology Ph.D. Program,New York, NY

Advisor: Dr. Sandee McClowry, Ph.D., R.N., F.A.A.N.; Additional Supervisors: Drs. Erin O’Connor, M.Ed., Ed.D., Elise Cappella, M.A., Ph.D., and Meghan McCormick, Ph.D.

*Research Fellow for INSIGHTS into Children’s Temperament*

* Helped lead data analysis efforts for the INSIGHTS follow-up project, which evaluates the youth involved in the initial randomized control study to evaluate sustained effects of the intervention.
* Evaluated middle school students using the Woodcock-Johnson III, Leiter-R, and Strengths and Difficulties Questionnaire.
* Co-authored publications on the short-term impacts of the INSIGHTS intervention on effortful control to improve academic functioning and the long-term impacts of the intervention on grade retention and special education referral.
* Conducted ongoing independent work on conflict and closeness within the teacher-child relationship over the course of kindergarten and first grade by child gender and level of behavior problems, as well as the mediating and moderating effects of early teacher-child relationships on the relation between early behavior problems and academic achievement in middle school.
* Collaborated in the training of data collectors as a reliability observer for the Woodcock-Johnson III assessment.
* Completed course to become a tier 1 facilitator of INSIGHTS.

**MDRC,** New York, NY June 2013-August 2015

Principal Investigator: Dr. Pamela Morris, Ph.D.; Research Associates: Drs. Shira K. Mattera, Ph.D. and Michelle Maier, Ph.D.

*Research Assistant II* *for Head Start CARES and Making Pre-K Count*

* Coordinated the production of two Head Start CARES (Head Start Classroom-based Approaches and Resources for Emotion and Social skill promotion) reports on the impacts of three social-emotional interventions on teachers and 3- and 4-year-old children, which consisted of creating data tables, fact-checking exhibits and text, editing, and corresponding with authors and the publications department about deadlines.
* Helped coordinate the production of the Head Start CARES implementation report by editing and preparing the report for publication.
* Assisted with the CARES follow-up tracking project by organizing meetings between the CARES team and data collection firm, tracking progress, and preparing progress reports for the Office of Planning, Research, and Evaluation.
* Aided in the production of proposals and abstracts for grants and conferences.
* Contributed to the design and management teams for Making Pre-K Count, a school-based mathematics intervention for prekindergarten programs in New York City. Researched measures to evaluate classrooms, teachers, and children. Collaborated with others on the team to create an impact analysis plan. Assisted with teacher professional development trainings.

**National Institute of Child Health and Human Development,** June 2011-June 2013

**Child and Family Research,** Bethesda MD

Section Chief: Dr. Marc Bornstein, Ph.D.; Principal Investigators: Drs. Clay Mash, Ph.D. and Nanmathi Manian, Ph.D.

*Intramural Research Training Award Postbaccalaureate Research Fellow*

* Conducted self-directed research on a 2-year longitudinal study concerned with the development of infants born to clinically depressed vs. nondepressed mothers. Presented findings at competitive NIH research conferences.
* Coded maternal facial expression and infant affect during a 9-minute face-to-face interaction for the lab’s study of maternal depression.
* Observed and coded 48-month mother-child interactions for the lab’s longitudinal study of child and adolescent development, in which we used mother, child, and dyadic teaching task scales to assess the functioning of the dyad.
* Contributed to 10-year teaching task data, which included helping to refine scales so that the 10-year data could be used in connection to the 48-month data.
* Helped write a literature review of the determinants of parenting focused on the different ways that parents, children, and context contribute to parenting.
* Worked on infant perception studies with infants aged 3.5-13.5 months, including eye tracking, ERP indices, looking-times, and motion sensors used to detect infant positioning and location.

**Georgetown Early Learning Project,** Georgetown University, September 2009-May 2011

Washington, DC

Principal Investigator: Dr. Rachel Barr, Ph.D.

*Research Assistant for Project FLIP*

* Worked on the pilot data with 12 participants for Project FLIP, an intervention project that follows infants of low-income families from 6 months until 3 years of age, using media as a means of intervention.
* Received a summer grant to continue collecting and analyzing data for Project FLIP, as well as contributed to the grant proposal for the project.
* Completed honors thesis, “Factors associated with rapid auditory processing in 6-month-olds: Risk and potential buffering factors,” which focused on how media exposure, family medical history, and factors associated with living in poverty such as maternal depression, household density, parent stress index, and chaos within the household affect performance on an auditory-visual habituation task that assesses RAP in infants at 6 months of age. Analyzed data using SPSS, SAS, and Excel.

**TEACHING EXPERIENCE**

**Trinitas Regional Medical Center** March 2020-May 2020

Resident Seminar

*Instructor*

**New York University, Department of Applied Psychology** January 2020-March 2020

New York, NY

Foundations of Counseling for Mental Health and Wellness (Master’s Online Course)

*Adjunct Instructor*

**New York University, Department of Applied Psychology** September 2019-December 2019

New York, NY

Foundations of Counseling for Mental Health and Wellness (Master’s Online Course)

*Adjunct Instructor*

**New York University, Department of Applied Psychology** June 2019-August 2019

New York, NY

Foundations of Counseling for Mental Health and Wellness (Master’s Online Course)

*Adjunct Instructor*

**New York University, Department of Applied Psychology,** September-December 2017

New York, NY

Individual Counseling: Practice Lab 1 (Master’s Course)

Faculty Supervisor: Kesia Constantine, Ph.D.

*Adjunct Instructor*

**PEER REVIEW MANUSCRIPTS**

McCormick, M. P., **Horn, E. P.**, Neuhaus, R., O’Connor, E. E., White, H. I., Harding, S., ... & McClowry, S. (2019). Long-Term Effects of Social–Emotional Learning on Receipt of Special Education and Grade Retention: Evidence From a Randomized Trial of INSIGHTS. *AERA Open*, *5*(3), 2332858419867290.

McCormick, M. P., White, H.S., **Horn, E.P.**, Lacks, R., O’Connor, E.E., Cappella, E., & McClowry, S.G. (2018). Supporting shy children and classrooms with social-emotional learning: Impacts on instructional support and early academic skills. *Early Education and Development*.

McCormick, M. P., O’Connor, E. E., **Horn, E. P.** (2017). Can teacher-child relationships alter the effects of early socioeconomic status on achievement in middle childhood? *Journal of School Psychology*, *64*, 76-92.

Suwalsky, J. T. D., Padilla, C. M., Yuen, C. X., **Horn, E. P.**, Bradley, A. L., Putnick, D. L., & Bornstein, M. H. (2015). Adoptive and nonadoptive mother-child behavioral interaction: A comparative study at 4 years of age. *Adoption Quarterly*.

**Horn, E. P**., McClowry, S. G., O’Connor, E. E., & McCormick, M. P. (accepted). Trajectories of the teacher-child relationship across kindergarten and first grade: The influence of child gender and behavior problems. Submitted to *Early Childhood Research Quarterly*.

McCormick, M. P., O’Connor, E. E., Neuhaus, R. N., **Horn, E. P.**, Harding, S., White, H. I., Cappella, E., & McClowry, S. G. (under advanced review). Long-term effects of social-emotional learning on academic skills: Evidence from a Randomized Trial of *INSIGHTS*. Submitted to the *Journal of Research on Educational Effectiveness*.

Chacko, A., Scavenius, C., & **Horn, E.P.** (under advanced review). ADHD symptoms do not moderate outcomes to a community-based behavioral parent training model delivered in the voluntary sector in Denmark. *Journal of Clinical Child and Adolescent Psychology*.

Fenstermacher, S. K., Barr, R., **Horn, E. P.**, Linebarger, D. L., Benasich, A. A., & Choudhury, N. (in prep). Do patterns of home media use predict Rapid Auditory Processing at six months? Findings from a low-income sample.

**OTHER PUBLICATIONS**

Chacko, A., Granski, M., **Horn, E. P.**, Levy, M., Dahl, V. M., Lacks, R., & Ramakrishnan, A. (2018). Prevention. In Martel, M.M. (Ed.), *Disruptive, Impulse-Control, and Conduct Disorders: Features, Assessment, Pathways, and Intervention*. Academic Press.

O’Connor, E. E., **Horn, E. P**., White, H. I. (2018). Shyness: Helping Handout for School and Home. *Supporting Students at School and Home*.The National Association of School Psychologists.

Fine, J. G., Marks, D. J., Wexler, D., Dahl, V. M., & **Horn, E. P.** (2018). ADHD across the lifespan. In Donders, J. & Hunter, S. J. (Ed.), *Neuropsychological Conditions Across the Lifespan..* New York, NY*:* Cambridge University Press.

McClowry, S. G., **Horn, E. P.**, & Lacks, R. S. (2016). Cultural differences in discipline. In E. Braaten, and B. Willoughby (Eds), *The SAGE Encyclopedia of Intellectual and Developmental Disorders.* Thousand Oaks, CA: Sage Publications.

**TREATMENT MANUALS**

Chacko, A., Schleider, J., Dahl, V., Granski, M., **Horn, E. P**., Lacks, R., Ramakrishnan, A. & Rose, R. (names in alphabetical order). *Cognitive Behavioral Therapy, World Bank Argentina.* Unpublished manual.

**PRESENTATIONS**

McCormick, M. P., **Horn, E. P.**, O’Connor, E. E., Cappella, E., & McClowry, S. G. (presented at 2018 conference). Social-emotional earning, special education referral, and grade retention from kindergarten through fifth grade: Long-term effects of early intervention on policy-relevant outcomes. The Society for Research on Educational Effectiveness. Washington, DC.

**Horn, E. P**., Li, J., Lacks, R., & McClowry, S. G. (presented at 2018 conference). Effortful control and academic achievement: Results from a social-emotional intervention targeting, urban, low-income students. American Educational Research Association. New York, NY.

**INVITED PRESENTATIONS**

**Horn, E. P.** (2019, February). Cognitive behavioral treatments for children. Invited guest lecturer for Children’s Learning: Theory and Research class, New York University, New York, NY.

**POSTER PRESENTATIONS**

**Horn, E. P.**, O’Connor, E. E., McCormick, M. P., & McClowry, S. G. (2019, March). Early teacher-child relationship and middle school functioning: A longitudinal study of urban, low-income youth. Poster presented at the 2019 Society for Research on Educational Effectiveness Annual Meeting. Washington, DC.

 **Horn, E. P.**, Neuhaus, R., McCormick, M. P., O’Connor, E. E., & McClowry, S. G. (2019, March). Social-emotional learning and academic achievement in middle school: Implications for early programming. Poster presented at the 2019 Society for Research on Educational Effectiveness Annual Meeting. Washington, DC.

**Horn, E. P.**, Vardanian, M., Scavenius, C., & Chacko, A. (2018, November). ADHD symptoms do not moderate outcomes to a community-based behavioral parent training model delivered in the voluntary sector in Denmark. Poster presented at the 2018 Association for Behavioral and Cognitive Therapies. Washington, DC.

**Horn, E. P**., McClowry, S. G., O’Connor, E. E., & McCormick, M. P. (2017, April). Trajectories of the teacher-child relationship across kindergarten and first grade: The influence of child gender and behavior problems. Poster presented at the 2017 Society for Research in Child Development Biennial Meeting. Austin, TX.

**Horn, E. P.**, Mancini, P., Castells, N., Mattera, S. K., & Morris, P. (2015, April). The stability of CLASS scores across academic school years in a large-scale randomized controlled trial. Poster presented at the 2015 Society for Research in Child Development Biennial Meeting. Philadelphia, PA.

Padilla, C. M., Mahler, A. R., **Horn, E. P.**, Putnick, D. L., & Bornstein, M. H. (2013, May). Maternal parenting cognitions and behavior: Similarities and discrepancies with first and second children. Poster presented at the National Institutes of Health Spring Research Festival. Bethesda, MD.

**Horn, E. P.**, Padilla, C. M., Manian, N., Putnick, D. L., & Bornstein, M. H. (2012, October). The effects of maternal depression on children’s language development. Poster presented at 2012 National Institutes of Health Research Festival. Bethesda, MD.

Padilla, C. M., **Horn, E. P.**, Putnick, D. L., Manian, N., & Bornstein, M. H. (2012, October). Gender differences and comorbidity of child behavioral adjustment and temperament in families with and without depressed mothers. Poster presented at 2012 National Institutes of Health Research Festival. Bethesda, MD.

Barr, R., **Horn, E. P.**, Oot, E., Fenstermacher, S. K., Zachary, C., Ramirez, J., Bengoechea, P., Benasich, A., Choudhury, N., & Linebarger, D. (2012, October). Factors associated with poor rapid auditory processing in low income minority families. Presented at the 45th Annual Meeting of the International Society for Developmental Psychobiology, New Orleans, LA.

**Horn, E. P.**, Padilla, C. M., Manian, N., Putnick, D. L., & Bornstein, M. H. (2012, April). Difficult temperament predicts later behavioral problems for children with depressed mothers. Poster presented at the National Institutes of Health Research Festival. Bethesda, MD.

Padilla, C. M., **Horn, E. P.**, Putnick, D. L., Manian, N., & Bornstein, M. H. (2012, April). Continuity, stability, and mother-father agreement about child behavioral adjustment in families with and without depressed mothers. Poster presented at the National Institutes of Health Research Festival. Bethesda, MD.

Manian, N., **Horn, E. P.**, & Bornstein, M. H. (2012, January). Postpartum depression in immigrant and U.S.-born mothers: Impact on family functioning and child outcomes. Presentation given at the Society for Social Work and Research. Washington, DC.

**Horn, E. P.**, Linebarger, D., Fenstermacher, S. K., Benasich, A. A., Choudhury, N., & Barr, R. (2011, May). Preliminary findings on factors associated with rapid auditory processing in 6-month-olds: Risk and potential buffering factors. Presented at the 23rd Annual Convention of the Association for Psychological Science. Washington, DC.

Barr, R., **Horn, E. P.**, Fenstermacher, S. K., Linebarger, D., Alvarez, A., Martire, J., Sauerhoff, E., Benasich, A. A., & Choudhury, N. (2011, March). The influence of environmental and familial factors on rapid auditory processing in 6-month-olds. Presented at the 74th Annual Meeting of the Eastern Psychological Association. Cambridge, MA.

**FELLOWSHIPS AND AWARDS**

**Outstanding Research Contribution Award,** Department of Applied Psychology2018

New York University

Amount: $100

**Institute of Education Sciences Predoctoral Interdisciplinary Training** 2015-2019

**Fellowship Award**, New York University

Amount: $120,000 plus tuition and fees

**National Institutes of Health Intramural Research Training Award**, 2011-2013

NIH, NICHD

Amount: $56,500

**Georgetown Undergraduate Research Opportunities Program** 2010

**Fellowship Grant**, Georgetown University

Amount: $3,000

**Psi Chi Honors Society** Inducted 2010

**University Honors** **for the College of Arts and Sciences**, 2007-2011

Georgetown University

**CONTINUING EDUCATION**

**CASA**, Washington, DC September 2012

Completed training and was sworn in by a judge at the Superior Court of Washington, DC to be a Court Appointed Special Advocate for Children.

**National Institutes of Health Foundation for Advanced Education in the Sciences,** Fall 2011

Bethesda, MD

Statistics for Biomedical Scientists 1

**PROFESSIONAL AND LEADERSHIP EXPERIENCE**

**Co-Chair of the Student Action Group**, September 2018-Present

Counseling Psychology Program, NYU

**Student Representative**, Colloquium Committee, September 2016-May 2017

Department of Applied Psychology, NYU

**PROFESSIONAL MEMBERSHIP**

ABCT (Association for Behavioral and Cognitive Therapies)

American Psychological Association (APA)

APA Division 17 (Society for Counseling Psychology)

APA Division 53 (Society for Clinical Child and Adolescent Psychology)

Psi Chi (International Honors Society in Psychology)

SRCD (Society for Research on Child Development)

nyu.eduPhDdu e winter online term options. e teaching positions. I welcome the opportunity to speak with you,