

Isaac Ahuvia

Psychology B-341 | Stony Brook, NY 11794
(734) 709-0502 | isaac.ahuvia@stonybrook.edu

Education

Stony Brook University Ph.D. Candidate in Clinical Psychology Faculty Advisor: Jessica Schleider, Ph.D.	2020 – Present
Stony Brook University M.A. in Psychology	2020 – 2022
University of Michigan Bachelor of Arts in Sociology Thesis Advisors: Sarah Burgard, Ph.D., Sandra Levitsky, Ph.D.	2012 – 2016

Honors and Awards

Graduate Council Fellowship , Stony Brook University	2020 – 2025
Departmental Award for Excellence in Teaching , Stony Brook University Department of Psychology	2023
Hughes Fellowship in Cultural Psychiatry , Society for the Study of Psychiatry and Culture	2023
Departmental Honors , University of Michigan Department of Sociology	2016
Phi Beta Kappa , University of Michigan	2016
James B. Angell Scholar , University of Michigan	2015 – 2016
University Honors , University of Michigan	2013 – 2016

Research Funding

Graduate Research Grant , Psi Chi Principal Investigator. Total costs: \$1,500	2023 – 2024
John Neale Endowed Graduate Student Excellence Fund , Stony Brook University Principal Investigator. Total costs: \$1,500	2022 – 2023
Honors Thesis Research Grant , University of Michigan Principal Investigator. Total costs: \$400	2015 – 2016

Peer-Reviewed Publications

*Indicates mentorship

†Indicates co-first author

‡Article accompanied by invited commentary

Ahuvia, I., Schleider, J., Kneeland, E., Moser, J., & Schroder, H. (2024). Depression Self-Labeling in U.S. College Students: Associations with Perceived Control and Coping Strategies. *Journal of Affective Disorders*, 351, 202-210. <https://doi.org/10.1016/j.jad.2024.01.229> <https://psyarxiv.com/jqrhu>

Ahuvia, I., Sotomayor, I., Kwong, K., Lam, F., Mirza, A., & Schleider, J. (2024). Causal Beliefs About Mental Illness: A Scoping Review. *Social Science and Medicine*, 345, 116670. <https://doi.org/10.1016/j.socscimed.2024.116670> <https://psyarxiv.com/x58pw>

Ahuvia, I., Chen, S., Gordon, L., Fox, K., & Schleider, J. (2024). A Mixed-Methods Investigation of Adolescents' Beliefs About the Causes of Depression. *Journal of Adolescent Research*. Advance online publication. <https://doi.org/10.1177/07435584241256605> <https://psyarxiv.com/yf6vq>

Ahuvia, I. (2024). Refining the Prevalence Inflation Hypothesis: Disentangling Overinterpretation from Self-Fulfilling Prophecies. *New Ideas in Psychology*, 75, 101106.

<https://doi.org/10.1016/j.newideapsych.2024.101106> <https://psyarxiv.com/nvx2f>

*Pinder, J., **Ahuvia, I.**, Chen, S., & Schleider, J. (2024). Beliefs About Depression Relate to Active and Avoidant Coping in High-Symptom Adolescents. *Journal of Affective Disorders*, 346, 299-302.

<https://doi.org/10.1016/j.jad.2023.11.026> <https://psyarxiv.com/q43pd>

Cohen, K., Ito, S., **Ahuvia, I.**, Clayton, C., Zhang, Y., Renshaw, T., Larson, M., & Schleider, J. (2024). Brief School-Based Interventions Targeting Student Mental Health or Wellbeing: A Systematic Review. *Clinical Child and Family Psychology Review*. Advance online publication. <https://doi.org/10.1007/s10567-024-00487-2> <https://psyarxiv.com/xemjn>

Dodge, K., Prinstein, M., Evans, A., **Ahuvia, I.**, Alvarez, K., Beidas, R., Brown, A., Cuijpers, P., Denton, E., Hoagwood, K., Johnson, C., Kazdin, A., McDanal, R., Metzger, I., Rowley, S., Schleider, J., & Shaw, D. (2024). Population Mental Health Science: Guiding Principles and Initial Agenda. *American Psychologist*. Advance online publication. <https://doi.org/10.1037/amp0001334>

‡**Ahuvia, I.**, Mullarkey, M., Sung, J., Fox, K., & Schleider, J. (2023). Evaluating a Treatment Selection Approach for Online Single-Session Interventions for Adolescent Depression. *Journal of Child Psychology and Psychiatry*, 64(12), 1679-1688. <https://doi.org/10.1111/jcpp.13822> <https://psyarxiv.com/nekhw>

‡**Ahuvia, I.**, Fox, K., & Schleider, J. (2023). Adolescents' Beliefs About What Symptoms Constitute Depression: Are More Expansive Definitions Helpful or Harmful? *SSM – Mental Health*, 4, 100259. <https://doi.org/10.1016/j.ssmmh.2023.100259> <https://psyarxiv.com/hs98z>

Ahuvia, I., & Schleider, J. (2023). Potential Harms from Emphasizing Individual Factors Over Structural Factors in Cognitive Behavioral Therapy with Stigmatized Groups. *The Behavior Therapist*, 46(7), 248-254. https://services.abct.org/i4a/doclibrary/getfile.cfm?doc_id=181 <https://psyarxiv.com/n65fj>

Ahuvia, I., Dobias, M., Cohen, K., Nelson, B., Richmond, L., London, B., & Schleider, J. (2023). Loss of Mental Health Support Among College Students During the COVID-19 Pandemic. *Journal of American College Health*. Advance online publication. <https://doi.org/10.1080/07448481.2023.2245917> <https://psyarxiv.com/48q7p>

*Smith, A., **Ahuvia, I.**, Ito, S., & Schleider, J. (2023). A Mixed-Methods Evaluation of a Novel Single-Session Intervention for Body Dissatisfaction and Depression in Adolescents. *International Journal of Eating Disorders*, 56(8), 1554-1569. <https://doi.org/10.1002/eat.23976> <https://psyarxiv.com/4ywe5>

‡Schleider, J., Smith, A., & **Ahuvia, I.** (2023). Realizing the Untapped Promise of Single-Session Interventions for Eating Disorders. *International Journal of Eating Disorders*, 56(5), 853-863. <https://doi.org/10.1002/eat.23920> <https://psyarxiv.com/sgcvp>

Fan, K., Dobias, M., **Ahuvia, I.**, Fox, K., & Schleider, J. (2023). Relationships Between Identity-Based Discrimination, Socioeconomic Status, and Mental Health Treatment Access Among Self-Injurious Adolescents. *Stigma and Health*. Advance online publication. <https://doi.org/10.1037/sah0000494> <https://psyarxiv.com/d7tpw>

Bear, H., Moon, Z., Wasil, A., **Ahuvia, I.**, Edbrooke-Childs, J., Wolpert, M. (2023). Development and Validation of the Illness Perceptions Questionnaire for Youth Anxiety and Depression. *Counseling Psychology Quarterly*. Advance online publication. <https://doi.org/10.1080/09515070.2023.2232320>

Wakschlag, L., MacNeill, L., Pool, L., Smith, J., Adam, H., Barch, D., Norton, E., Rogers, C., **Ahuvia, I.**, Smyser, C., Luby, J., and Allen, N. (2023). Predictive Utility of Irritability “in Context”: Proof-of-Principle for an Early Childhood Mental Health Risk Calculator. *Journal of Clinical Child and Adolescent Psychology*, 53(2), 231-245. <https://doi.org/10.1080/15374416.2023.2188553>

Ahuvia, I., Jans, L., & Schleider, J. (2022). Secondary Effects of Body Dissatisfaction Interventions on Depression: A Meta-Analysis. *International Journal of Eating Disorders*, 55(2), 231-246. <https://doi.org/10.1002/eat.23659> <https://psyarxiv.com/6rycq>

Ahuvia, I., Sung, J., Dobias, M., Nelson, B., Richmond, L., London, B., & Schleider, J. (2022). College Student Interest in Teletherapy and Self-Guided Mental Health Supports During the COVID-19 Pandemic. *Journal of American College Health*, 72(3), 940-946. <https://doi.org/10.1080/07448481.2022.2062245>
<https://psyarxiv.com/8unfx>

Mullarkey, M., Dobias, M., Sung, J., **Ahuvia, I.,** Shumake, J., Beevers, C., & Schleider, J. (2022). Web-Based Single Session Intervention for Perceived Control Over Anxiety During COVID-19: Randomized Controlled Trial. *JMIR Mental Health*, 9(4), e33473. <https://doi.org/10.2196/33473> <https://psyarxiv.com/qp7c2>

Pellecchia, A., Kritikos, M., Guralnik, J., **Ahuvia, I.,** Santiago-Michels, S., Carr, M., Kotov, R., Bromet, E., Clouston, S., & Luft, B. (2022). Physical Functional Impairment and the Risk of Incident Mild Cognitive Impairment in an Observational Study of World Trade Center Responders. *Neurology: Clinical Practice*, 12(6), e162-e171. <https://doi.org/10.1212/CPJ.0000000000200089>

Bevans, K., **Ahuvia, I.,** Hallock, T., Mendonca, R., Roth, S., Forrest, C., Blackwell, C., Kramer, J., & Wakschlag, L. (2020). Investigating Child Self-Report Capacity: A Systematic Review and Utility Analysis. *Quality of Life Research*, 29, 1147-1158. <https://doi.org/10.1007/s11136-019-02387-3>

Additional Publications

Book Chapters

Ahuvia, I., & Schleider J. L. (2022). New Ideas: Single Sessions. In Bennett, S., Myles-Hooton, P., Schleider, J., & Shafraan, R. (Eds.) *Oxford Guide to Brief and Low Intensity Interventions for Children and Young People*. Oxford University Press. <https://doi.org/10.1093/med-psych/9780198867791.001.0001>

Research Reports

Ahuvia, I., Fox, K., & Schleider, J. (2023). Depression Beliefs Among High-Symptom Adolescents: Correlates, Parent-Child Agreement, and Stability Over Time. <https://psyarxiv.com/sqt8g>

Ahuvia, I., & Gripshover, S. (2023). Elevate Learning Brief: Focus on Fidelity to Deepen Improvements in Learning Conditions (Report). San Francisco, CA: PERTS. <http://perts.net/research/fidelity-predicts-improvement>

Gripsover, S., Londerèe, A., **Ahuvia, I.,** Shyjka, A., Krohsinsky, F., Ryan, N., Farrington, C., & Paunesku, D. (2022). Learning Conditions Are an Actionable, Early Indicator of Math Learning (Report). San Francisco, CA: PERTS. <http://perts.net/research/early-indicators>

Ahuvia, I., Bartik, A., Bertrand, M., Gottlieb, J., Hallberg, K., Notowidigdo, M., Pollack, H., & van Dijk, W. (2020). Where COVID-19 Testing Lags Community Need in Illinois (Report). Chicago, IL: University of Chicago Inclusive Economy Lab. <https://urbanlabs.uchicago.edu/projects/where-covid-19-testing-lags-community-need-in-illinois>

Manuscripts Under Review

*Indicates mentorship

†Indicates co-first author

Ahuvia, I., Eberle, J., Schleider, J., & Teachman, B. (under review). Anxiety Identity Centrality is Associated with Avoidant Coping in Anxious Adults. <https://psyarxiv.com/5wgnc>

Pinder, J., **Ahuvia, I.,** & Schleider, J. (under review). Measurement Invariance of the CDI-2-SF Among Adolescents Across Sexual Orientation and Gender Identity. <https://osf.io/b6x4y>

Roulston, C., Leong, S., **Ahuvia, I.,** Fassler, J., Fox, K., & Schleider, J. (under review). “My Family Won’t Let Me”: Adolescent-Reported Barriers to Accessing Mental Health Care. <https://psyarxiv.com/yqgh3>

Schleider, J. L., Zapata, J. P., Rapoport, A., Wescott, A., Ghosh, A., Kaveladze, B., Szkody, E., & **Ahuvia, I.** (invited submission under review, *Annual Review of Clinical Psychology*). Single-Session Interventions for Mental Health Problems and Service Engagement: Umbrella Review of Systematic Reviews and Meta-Analyses.

Research in Progress

*Indicates mentorship

†Indicates co-first author

Ahuvia, I., Gurba, A., Gurbuz, E., Houck, A., Gates, J., Cuda, A., Schleider, J., & Kapp, S. (in preparation). Identifying as Autistic Without a Diagnosis: Who Self-Identifies and Why? <https://osf.io/vwa3u>

Ahuvia, I., Tse, J., & Schleider, J. (in preparation). Depression Concept Breadth, Self-Labeling, and Coping in a Diverse Sample of U.S. College Students. <https://osf.io/sc6p9>

Ahuvia, I., & Schleider, J. (in preparation). Self-Labeling in Response to an Online Self-Screener for Depression. <https://osf.io/egxhk>

†**Ahuvia, I.**, Beatty, C., Davila, J., & Vivian, D. (in preparation). How Relationship Dynamics Can Maintain and Exacerbate Relationship Obsessive-Compulsive Disorder Symptoms.

*Smith, A., **Ahuvia, I.**, Cohen, K., & Schleider, J. (in preparation). Testing a Single-Session Online Body Image and Mood Program for Sexual and Gender Minority Adolescents. <https://osf.io/7ftq9>

*Kwong, K., **Ahuvia, I.**, & Schleider, J. (in preparation). Help-Seeking at the Intersection of Age and Race: Perceived Need and Treatment Access for Depression in the United States. <https://osf.io/sxkyd>

Eberle, J., **Ahuvia, I.**, Chang, Y., Chen, S., Shroff, A., Bringmann, L., Mullarkey, M., & Schleider, J. (in preparation). Using Idiographic Symptom Networks to Predict Change in Adolescent Depression Symptoms. <https://osf.io/c4e75>

Manvelian, A., Sotomayor, I., Davila, J., **Ahuvia, I.**, & Schleider, J. L. (in preparation). Project Relate: A Randomized Clinical Trial of a Romantic Competence Single-Session Intervention. <https://osf.io/st6gu/>

Shroff, A., Roulston, C., Fassler, J., **Ahuvia, I.**, Fox, K., & Schleider, J. (in preparation). Factors Informing Disclosure of Mental Health Difficulties to Parents Among Adolescents with Depression. <https://osf.io/d7wyn>

Dobias, M., Roulston, C., Jans, L., **Ahuvia, I.**, Fox, K., & Schleider, J. (in preparation). What do Depressed Adolescents Believe is the “Ideal” Support for Their Depression? <https://osf.io/d7wyn>

Roberts, S., Smith, A., Stout, C., **Ahuvia, I.**, Gordon, A., & Schleider, J. (in preparation). The Impact of LGBTQ+ Identity on Acceptability and Response to an Online Single-Session Intervention for Adolescents’ Body Image and Depression. <https://osf.io/3vesk>

Houck, A., Cuda, J., Gurba, A., Gates, J., Gurbuz, E., Schleider, J., Kapp, S., & **Ahuvia, I.** (in preparation). Avenues to Autistic Identity Among Diagnosed and Self-Identifying Adults. <https://osf.io/vwa3u>

Presentations

*Indicates mentorship

Invited Talks

Northwestern University Feinberg School of Medicine Center for Behavioral Intervention Technologies. “Depression and Anxiety Identities: Prevalence Inflation, Labeling, and Self-Fulfilling Prophecies.” May 28, 2024.

Stony Brook University Clinical Science Colloquium. “Two Studies of Self-Labeling: Depression in College Students and Autism in Adults.” February 21, 2024.

University of New Mexico Alcohol Use and Mental Health ECHO. “Brief Therapy Interventions and Resources for Depression.” November 15, 2022.

Academic Conferences

Plenary and Keynote Presentations

Ahuvia, I., Chen, S., Gordon, L., Fox, K., & Schleider, J. (2023, April). A Mixed-Methods Investigation of Adolescents’ Beliefs About the Causes of Depression. Hughes Fellowship plenary presentation given at the Society for the Study of Psychiatry and Culture Annual Conference, San Diego, CA.

Chaired Symposia and Panels

Ahuvia, I., & McKetta, S. (Chairs), Mirhashem, R., Jans, L., Chang, Y., Fan, K., & Price, M. (2023, November). The Role of Structural Stigma in Psychopathology Among Marginalized Youth. Symposium at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Symposium and Panel Presentations

*Smith, A., **Ahuvia, I.** Cohen, K., & Schleider, L. (2024, November). A Randomized-Controlled Trial of a Digital Single-Session Intervention for LGBTQ+ Youth with Body Image and Mood Concerns. Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Philadelphia, PA.

Jans, L., Smith, A., **Ahuvia, I.**, Eberle, J., & Schleider, J. (2024, June). Shared and Unique Contributions of Pre-Post Changes in Proximal Targets to 3-Month Changes in Depression Symptoms in Two Web-Based Single-Session Interventions for Depressed Adolescents. Symposium presentation given at the 12th Annual International Society for Research on Internet Interventions, Limerick, Ireland.

Ahuvia, I., Schleider, J., Kneeland, E., Moser, J., & Schroder, H. (2024, April). Depression Self-Labeling in U.S. College Students: Associations with Perceived Control and Coping Strategies. Symposium presentation given at the Anxiety and Depression Association of America Annual Conference, Boston, MA.

Ahuvia, I., Fox, K., & Schleider, J. (2023, November). Adolescents' Beliefs About What Symptoms Constitute Depression: Are More Expansive Definitions Helpful or Harmful? Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Ahuvia, I., Chen, S., Gordon, L., Fox, K., & Schleider, J. (2023, November). Adolescents' Beliefs About What Causes Depression: Implications for Clinical Psychoeducation. Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Fan, K., Dobias, M., **Ahuvia, I.**, Fox, K., & Schleider, J. (2023, November). Neighborhood Resources, Discrimination, and Treatment Access for Adolescents Engaging in Self-Injury. Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Mirhashem, R., Thorpe, D., **Ahuvia, I.**, Fox, K., & Schleider, J. (2023, November). How do Subjective Social Status and Objective Neighborhood Resources Relate to Adolescent Depression? Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Dobias, M., Roulston, C., Jans, L., **Ahuvia, I.**, & Schleider, J. (2023, November). Mixed Methods Analysis of Youth Mental Health Support Preferences. Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Ahuvia, I., & Schleider, J. (2022, May). The Relationship Between Depression Beliefs and Depression Symptom in Adolescents. Symposium presentation given at the Association for Psychological Science Annual Convention, Chicago, IL.

Ahuvia, I., & Schleider, J. (2022, March). Adolescents' Beliefs About the Causes and Permanency of Depression: An Exploratory Study. Symposium presentation given at the Anxiety and Depression Association of America Annual Conference, Denver, CO.

Individual Presentations

Bevans, K., **Ahuvia, I.**, Hallock, T., & Mendonca, R. (2019, October). Advancing the Science of Pediatric Health Measurement: A Multimethod Approach to Assessing Children's Self-Report Capacity. Presentation given at the International Society for Quality of Life Research Annual Conference, San Diego, CA.

Brief Presentations

*Smith, A., **Ahuvia, I.**, Ito, S., & Schleider, J. (2023, June). Acceptability and Impact of a Digital Single-Session Intervention for Adolescents with Elevated Body Image and Mood Concerns. Flash talk presentation given at the Society for Digital Mental Health Annual Meeting, Virtual.

*Smith, A., **Ahuvia, I.**, Ito, S., & Schleider, J. (2022, November). Project Body Neutrality: Piloting a Digital Single Session Intervention for Body Image and Depression. Ignite presentation at the Technology and

Behavior Change SIG meeting, Association for Behavioral and Cognitive Therapies Annual Convention, New York, NY.

Poster Presentations

*Kwong, K., **Ahuvia, I.**, & Schleider, J. (2024, May). Help-Seeking at the Intersection of Age and Race: Perceived Need and Treatment Access for Depression in the United States. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Student Research Symposium, Virtual.

*Smith, A., **Ahuvia, I.**, Ito, S., Cohen, K., & Schleider, J. (2023, November). Adolescent Treatment Seekers' Perspectives on Body Positivity and Body Neutrality. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Gripshover, S., Yohannes, E., & **Ahuvia, I.** (2023, April). Enabling Conditions for the Continuous Improvement of Student Experience. Poster presented at the Carnegie Foundation Summit on Improvement in Education, San Diego, CA.

*Jans, L., **Ahuvia, I.**, Schleider, J. (2022, August). Associations Between Perceived Causal Agents and Prognostic Pessimism in Adolescent Depression. Poster presented at the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum, Virtual.

Fan, K., Dobias, M., **Ahuvia, I.**, Fox, K., & Schleider, J. (2022, August). Neighborhood Resources, Identity-Based Discrimination, and Mental Health Treatment Access Among Adolescents Engaging in Self-Injury. Poster presented at the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum, Virtual.

Ahuvia, I., Jans, L., & Schleider, J. (2021, November). Secondary Effects of Body Dissatisfaction Interventions on Adolescent Depressive Symptoms: A Meta-Analysis. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, New Orleans, LA.

Ahuvia, I., & Bevans, K. (2019, November). Consequences of Excluding Potentially Invalid PRO Response Data for Research with Adolescent ADHD Populations. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Atlanta, GA.

Public Engagement

Articles

Ahuvia, I. (2024, March 7). Students Don't Know How Depressed They Are. *Inside Higher Ed*. <https://www.insidehighered.com/opinion/views/2024/03/07/many-depressed-students-dont-identify-such-opinion>

Media Appearances

The Atlantic. "Not Everyone Needs to Go to Therapy." July 9, 2024. <https://www.theatlantic.com/podcasts/archive/2024/07/therapy-mental-health-school-kids/678911>

The New York Times. "Are We Talking Too Much About Mental Health?" May 6, 2024. <https://www.nytimes.com/2024/05/06/health/mental-health-schools.html>

Forbes. "Generative AI and the Great Promise of Single-Session Therapy for Mental Health." May 3, 2024. <https://www.forbes.com/sites/lanceeliot/2024/05/03/generative-ai-and-the-great-promise-of-single-session-therapy-for-mental-health>

Mad in America. "From Self-Label to Self-Sabotage: Identifying with Anxiety Fuels Avoidance Behaviors." March 26, 2024. <https://www.madinamerica.com/2024/03/from-self-label-to-self-sabotage-identifying-with-anxiety-fuels-avoidance-behaviors>

ACAMH Podcasts. "What Works for Whom: Treatment Selection Approach for Single-Session Interventions for Depression." February 19, 2024. <https://www.acamh.org/podcasts/treatment-selection-approach-for-single-session-interventions-for-depression>

Mad in America. “Can Individual Focus of CBT Harm Those Facing Systemic Discrimination?” September 20, 2023. <https://www.madinamerica.com/2023/09/can-individual-focus-of-cbt-harm-those-facing-systemic-discrimination>

Tradeoffs Podcast. “Hard to Reach.” June 11, 2020. <https://tradeoffs.org/2020/06/11/hard-to-reach>

Publicly Available Mental Health Interventions

Smith, A., Ahuvia, I., Cohen, K., Ito, S., & Schleider, J. (2023). Project Body Neutrality. <https://doi.org/10.17605/osf.io/w82bf>

Teaching

Teaching materials publicly available at <https://www.isaacahuvia.com/#teaching>

Stony Brook University

Stony Brook, NY

Instructor and Creator of Original Course

PSY 339: The Social Construction of Mental Illness (Undergraduate) Summer 2023

- 100% of students gave this class the highest possible rating on course evaluations

PSY 339: The Social Construction of Mental Illness (Undergraduate) Winter 2023

- 100% of students gave this class the highest possible rating on course evaluations

PSY 339: The Social Construction of Mental Illness (Undergraduate) Summer 2022

- 100% of students gave this class the highest possible rating on course evaluations

Instructor

PSY 301: Advanced Statistics (Undergraduate) Summer 2023

- 100% of students gave this class the highest possible rating on course evaluations
- Average improvement in statistics self-efficacy: 1.05 standard deviations (d_{av})

PSY 310: Research and Writing in Psychology (Undergraduate) Spring 2022

- 94% of students gave this class the highest possible rating on course evaluations

Guest Lecturer

PSY 447: Professional Development: What You Can Do with Your Degree (Undergraduate) Fall 2024

PSY 447: Professional Development: What You Can Do with Your Degree (Undergraduate) Fall 2023

PSY 505: Multivariate Statistical Methods (Graduate) Fall 2023

PSY 382: Research Methods in Social Psychology (Undergraduate) Fall 2021

Creator of Instructional Materials

PSY 505: Multivariate Statistical Methods (Graduate) Fall 2023

Teaching Assistant

PSY 358: Neuroethology (Undergraduate) Spring 2024

PSY 505: Multivariate Statistical Methods (Graduate) Fall 2023

PSY 339: Schizophrenia Spectrum Disorders (Undergraduate) Spring 2023

PSY 382: Research Methods in Social Psychology (Undergraduate) Fall 2021

Additional Teaching Experience

Workshop on Statistical Programming in R Fall 2020

Mentorship

Center for the Improvement of Mentored Experiences in Research (CIMER) certified.

Current

Katie Zeng, current B.A. Student in Psychology at Stony Brook University 2023 – Present

- Support research design, implementation, and writing of undergraduate honors thesis

Arielle Smith, current post-baccalaureate research coordinator at Stony Brook University 2022 – Present

- Support research design, implementation, and writing of multiple first-authored papers

- Recipient of 2023 Best Trainee Poster Award, ABCT Eating Disorder and Eating Behavior SIG

Former

Kelly Kwong, as B.A. Student in Psychology at Stony Brook University	2022 – 2023
<ul style="list-style-type: none"> • Support research design, implementation, and writing of undergraduate honors thesis 	
Juno Pinder, as M.A. Student in Clinical Psychology at the Columbia University	2021 – 2022
<ul style="list-style-type: none"> • Supported research design, implementation, and writing of first-authored paper 	
Laura Jans, as M.A. Student in Psychology at Stony Brook University	2021 – 2022
<ul style="list-style-type: none"> • Supported research design, implementation, and writing of first-authored poster 	

Professional Service

Stony Brook University	Stony Brook, NY
Member, Subcommittee on Mentoring Diverse Undergraduate Students	2023 – Present
Graduate Student Representative, Psychology Department	2020 – 2021
Coalition for the Advancement and Application of Psychological Science	National
Member, Subcommittee on Diversity, Equity, and Inclusion in NIH-Funded Research	2023 – Present

Professional Affiliations

American Psychological Association (APA); Society of Clinical Psychology (APA Division 12); Anxiety and Depression Association of America (ADAA); Association for Behavioral and Cognitive Therapies (ABCT); Association for Psychological Science (APS); Coalition for the Advancement and Application of Psychological Science (CAAPS); Society for the Study of Psychiatry and Culture (SSPC)

Editorial & Review Experience

Ad-Hoc Reviewer

Journal of Clinical Child & Adolescent Psychology	Since 2021
Journal of Medical Internet Research	Since 2021
Journal of Adolescence	Since 2022
Journal of Adolescent Research	Since 2022
Research on Child and Adolescent Psychopathology	Since 2022
Journal of American College Health	Since 2024
BMC Psychology	Since 2024

Research Experience

Stony Brook University	Stony Brook, NY
Ph.D. Student, Lab for Scalable Mental Health	August 2020 – Present
<ul style="list-style-type: none"> • Lead and contribute to a variety of research projects from conceptualization through publication • Create data processing pipelines (R) to facilitate rigorous, transparent research 	
Research Assistant, World Trade Center Study	June 2021 – September 2021
<ul style="list-style-type: none"> • Conducted survival analysis (R) for studies on health outcomes of World Trade Center first responders 	
PERTS (Project for Education Research That Scales)	Remote
Data Analyst	October 2021 – Present
<ul style="list-style-type: none"> • Analyze data (R) to evaluate impacts of classroom- and school-level interventions on student outcomes • Communicate results to educators, providing clear steps they can take to improve their classrooms • Create tools to process data (R) to enhance research team efficiency 	
Northwestern University Feinberg School of Medicine	Chicago, IL
Senior Research Coordinator, Developmental Mechanisms Lab	November 2018 – November 2019
<ul style="list-style-type: none"> • Coordinated recruitment, data collection, and finance for a large grant-funded project • Contributed to manuscript and grant preparation across a variety of studies 	

- Managed a team of 14 research assistants

University of Chicago Poverty Lab

Chicago, IL

Research Analyst

November 2019 – July 2020

- Led analyses (R) for outcome evaluations of Chicago-area social service programs
- Assisted in the implementation of a large-scale universal basic income program (Stata)
- Prepared reports and presentations for principal investigators, partners, and funders

Senior Project Associate

December 2017 – November 2018

- Managed the implementation of outcome evaluations of Chicago-area social service programs
- Conducted analyses (R) for outcome evaluations of Chicago-area social service programs
- Managed research assistants in collecting data, conducting literature reviews, and other tasks

Project Associate

May 2016 – December 2017

- Assisted in the implementation of outcome evaluations of Chicago-area social service programs
- Conducted analyses (R) for outcome evaluations of Chicago-area social service programs

University of Michigan

Ann Arbor, MI

Honors Thesis, Department of Sociology

January 2015 – May 2016

- Conducted a qualitative study of issue framing among social movement organizations and legislators

Research Assistant, Department of Sociology

September 2015 – May 2016

- Examined the relationship between welfare receipt and credit using longitudinal survey data (Stata)

Research Assistant, Ross School of Business

May 2015 – August 2015

- Translated code for market share prediction models used by the Ford Motor Company (Stata, SAS)

Research Assistant, Institute for Social Research

October 2014 – May 2015

- Developed a database used to study the achievement gap and study abroad participation (Stata)

Consulting Experience

American Psychological Association

Washington, DC

Consultant

October 2022 – December 2022

- Provided recommendations on how to evaluate the population mental health of children and adolescents

Northwestern University Feinberg School of Medicine

Chicago, IL

Consultant

April 2020 – August 2020

- Conducted analyses (R) for research articles on adolescent self-report validity

Clinical Experience

Stony Brook University Krasner Psychological Center

Stony Brook, NY

Individual Therapist (Adult)

August 2021 – Present

Supervisors: Joanne Davila, Ph.D., Dina Vivian, Ph.D.

- Provide evidence-based mental health treatment for adults of all ages
- Presenting problems include anxiety (GAD, OCD, phobia), chronic and acute depression, interpersonal conflict, chronic stress, and worry
- Develop and execute treatment plans integrating a variety of evidence-based therapies, including Cognitive-Behavioral Therapy (CBT), Exposure and Response Prevention (ERP), Behavioral Activation (BA), Cognitive Behavioral Analysis System of Psychotherapy (CBASP), and more
- Flexibly utilize a variety of cognitive-behavioral techniques as necessary for the client, including exposure and response prevention, cognitive restructuring, situational analysis, and mindfulness exercises
- Conduct rigorous intake interviews and ongoing outcome monitoring using structured and semi-structured tools to assess goals, motivation, and symptomatology
- Administer thorough safety and risk assessment (e.g., suicidality)
- Attend weekly supervision with licensed clinical psychologist, presenting case conceptualizations, treatment updates, and session tape review

- Document sessions weekly and manage billing for each client

Individual Therapist (Child)

August 2021 – Present

Supervisors: Jessica Schleider, Ph.D., Daniel O’Leary, Ph.D.

- Provide evidence-based mental health treatment for children, adolescents, and their parents
- Presenting problems include anxiety, depression, disruptive behavior, and oppositionality
- Develop and execute treatment plans integrating a variety of evidence-based therapies, including Cognitive-Behavioral Therapy (CBT), Exposure and Response Prevention (ERP), Parent Management Training (PMT), the “Being Brave” program, and more
- Provide services directly to children (e.g., child-directed CBT), to their parents (e.g., PMT), and to both (e.g., “Being Brave” program) as indicated
- Conduct rigorous intake interviews and ongoing outcome monitoring using child- and parent-reported tools to assess goals, motivation, family functioning, and symptomatology
- Administer thorough safety and risk assessment (e.g., suicidality, child abuse)
- Attend weekly supervision with licensed clinical psychologist, presenting case conceptualizations, treatment updates, and session tape review
- Document sessions weekly and manage billing for each client

Couples Therapist

August 2021 – Present

Supervisors: Daniel O’Leary, Ph.D., Dina Vivian, Ph.D.

- Provide evidence-based mental health treatment for couples
- Presenting problems include relationship dissatisfaction, interpersonal conflict, communication problems, lack of trust and intimacy, and infidelity
- Develop and execute treatment plans integrating cognitive, behavioral, emotion-based, and Integrated Behavioral Couples Therapy (IBCT) techniques
- Flexibly utilize techniques including communication training, problem-solving, behavioral activation, and emotion-based strategies fit to the needs of each couple
- Focus on modifying interactions via in-session learning, top-down cognitive processes, and behavioral interventions
- Conduct rigorous intake interviews and ongoing outcome monitoring using structured and semi-structured tools to assess goals, motivation, and interpersonal functioning
- Administer thorough safety and risk assessment (e.g., suicidality, intimate partner violence)
- Attend weekly supervision with licensed clinical psychologist, presenting case conceptualizations, treatment updates, and session tape review
- Document sessions weekly and manage billing for each client

Clinical Assessor (Adult & Child)

August 2021 – Present

Supervisors: Brady Nelson, Ph.D., Dina Vivian, Ph.D.

- Conduct rigorous psychological and psychoeducational assessment for children and adults
- Referral questions include cognitive and intellectual functioning, academic performance, and psychopathology
- Develop and execute assessment plans integrating evidence-based measures of intellectual ability, academic achievement, and psychopathology
- Administer validated tests assessing intellectual ability (e.g., WAIS, WISC), academic achievement (e.g., WJ), and psychopathology (e.g., MINI, SCID, IDAS-II, CAT-PD)
- Write thorough evaluation reports including client background, assessment methods, results, diagnostic conclusions, and recommendations
- Deliver evaluation reports and respond to client questions and concerns in feedback sessions

Single Session Support (S3) Center at Stony Brook University Hospital

Stony Brook, NY

Consultation Provider

March 2023 – Present

Supervisor: Jessica Schleider, Ph.D.

- Provide brief solution-focused therapy to healthcare workers and trainees

- Implement novel, evidence-based single-session consultation (Sung, J. Y., Bugatti, M., Vivian, D., & Schleider, J. L. (2023). Evaluating a telehealth single-session consultation service for clients on psychotherapy wait-lists. *Practice innovations*.)

National Runaway Safeline

Chicago, IL

Crisis Counselor

April 2018 – March 2020

- Provided crisis intervention via phone and chat to hundreds of youths and adults of diverse backgrounds
- Presenting problems included depression, anxiety, suicidality, trauma, and ongoing abuse
- Utilized brief supportive and problem-solving techniques to help youth in acute crisis
- Facilitated the return of runaway youth to their homes using family-based problem-solving techniques
- Administer thorough safety and risk assessment (e.g., suicidality, child abuse)

Clinical Trainings

2023-2024 Didactics Series on Evidence-Based Psychotherapy

2023 – 2024

Krasner Psychological Center, Stony Brook University

- Psychosocial evaluation of medical populations; acceptance and commitment therapy; hierarchical taxonomy of psychopathology; integrative behavioral couple therapy

Cognitive Behavioral Analysis System of Psychotherapy

2023

Krasner Psychological Center, Stony Brook University

- Etiology and course of chronic depression; treating chronic depression through CBASP

2022-2023 Didactics Series on Evidence-Based Psychotherapy

2022 – 2023

Krasner Psychological Center, Stony Brook University

- Dialectical behavioral therapy; mindfulness techniques; emotion-focused therapy; motivational interviewing

2021-2022 Didactics Series on Evidence-Based Psychotherapy

2021 – 2022

Krasner Psychological Center, Stony Brook University

- Anxiety; depression; ADHD; autism

Identifying and Reporting Suspected Child Abuse and Maltreatment

2021

Krasner Psychological Center, Stony Brook University

“Zero Suicide” Training

2021

Zero Suicide Institute

Mental Health First Aid – Adults

2018

National Council for Behavioral Health

Trauma Responsive Solution-Focused Crisis Intervention with Youth

2018

National Runaway Safeline

Published Software

- Code to **produce self-report data quality indices**, published as an online appendix to Bevans, et al. 2020. <https://github.com/isaacahuvia/self-report-achival-indices> (R)
- An app to **produce statistics and visualizations of census data for Chicago’s 77 community areas**, publicly available and maintained by the University of Chicago Poverty Lab. <https://github.com/Poverty-Lab/ACS-Map-Dashboard> (R, R Shiny, html)
- Code to **aggregate between overlapping geographic levels** (e.g., Census Tract and ZIP) using **Census Block-level population data**. <https://github.com/Poverty-Lab/ACS-Map-Dashboard>. (R)
- A software package to **conduct power calculations in a beginner-friendly way**, for internal use by the University of Chicago Poverty Lab. <https://github.com/isaacahuvia/QuickPower> (R)

Technical Skills

- Advanced skills in **R**, **R Markdown** (automated reporting), and **R Shiny** (interactive online applications)

- Proficiency using **Git** and **GitHub** for software publication and version control
- Proficiency using the **Open Science Foundation** framework to register studies and pre-analysis plans
- Additional experience in **Stata**, **SAS**, **SPSS**, **SQL**, **Excel**, **Python**, and **html**