

Isaac Ahuvia

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Education

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

Research Interests

Individual beliefs about mental health and illness; the relationship between these beliefs and clinically-relevant outcomes such as symptom severity, treatment expectations, and help-seeking behavior; the social construction of mental health and illness; accessible interventions for mental health problems; open science practices.

Honors and Awards

Graduate Council Fellowship , Stony Brook University	2020 – 2025
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

Peer-Reviewed Publications

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://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*, 1-7. <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://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*.

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(5), 1147-1158. <https://link.springer.com/article/10.1007/s11136-019-02387-3>

Additional Publications

Ahuvia, I., & Schleider, J. L. (2022). New Ideas: Single Sessions. In Bennett, S., Myles-Hooton, P., Schleider, J., & Shafran, R. (Eds.) *Oxford Guide to Brief and Low Intensity Interventions for Children and Young People*. Oxford University Press. <https://global.oup.com/academic/product/oxford-guide-to-brief-and-low-intensity-interventions-for-children-and-young-people-9780198867791>

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

Ahuvia, I., Chen, S., Gordon, L., Fox, K., & Schleider, J. (under review). A Mixed-Methods Investigation of Adolescents' Beliefs About the Causes of Depression. <https://psyarxiv.com/yf6vq>

Ahuvia, I., & Schleider, J. (in preparation). Depressed Adolescents' Beliefs About the Causes and Permanence of Depression: Correlates, Parent-Child Agreement, and Stability Over Time. <https://psyarxiv.com/sqt8g>

Ahuvia, I., Mullarkey, M., Sung, J., Fox, K., & Schleider, J. (under review). Evaluating a Treatment Selection Approach for Online Single-Session Interventions for Adolescent Depression. <https://psyarxiv.com/nekhw/>

Ahuvia, I., Dobias, M., Cohen, K., Nelson, B., Richmond, L., London, B., & Schleider, J. (under review). Loss of Mental Health Support Among College Students During the COVID-19 Pandemic. <https://psyarxiv.com/48q7p>

Pinder, J., **Ahuvia, I.,** Chen, S., & Schleider, J. (under review). Beliefs About Depression Relate to Active and Avoidant Coping in High-Symptom Adolescents. <https://psyarxiv.com/q43pd/>

Cohen, K., & **Ahuvia, I.,** & Schleider, J. (under review). Brief School-Based Interventions Targeting Student Mental Health or Wellbeing: A Systematic Review. <https://osf.io/rhqfj/>

Bear, H., Moon, Z., Wasil, A., **Ahuvia, I.,** Edbrooke-Childs, J., Wolpert, M. (in preparation). Development and Validation of the Illness Perceptions Questionnaire for Youth Anxiety and Depression.

Wakschlag, L., Pool, L., MacNeill, L., Krogh-Jespersen, S., Adam, H., Barch, D., Norton, E., Rogers, C., **Ahuvia, I.,** Smyser, C., Luby, J., and Allen, N. (under review). Predictive Utility of Irritability "in Context": Proof-of-Principle for an Early Childhood Mental Health Risk Calculator.

Research in Progress

Ahuvia, I., Sotomayor, I., & Schleider, J. (in preparation). Studying Causal Beliefs About Mental Illness: A Scoping Review and Bibliometric Analysis. <https://osf.io/hsgvx/>

Ahuvia, I., Fox, K., & Schleider, J. (in preparation). Depressed Adolescents' Beliefs About What Symptoms Constitute Depression. <https://osf.io/mu2jr/>

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/>

Ahuvia, I., Schleider, J. (in preparation). Depression Beliefs as Intervention Targets for Single Session Interventions. <https://osf.io/m4e89/>

Smith, A., **Ahuvia, I.,** Ito, S., & Schleider, J. (in preparation). A Mixed-Methods Evaluation of a Novel Single-Session Intervention for Body Dissatisfaction and Depression in Adolescents. <https://osf.io/w82bf/>

Bevans, K., **Ahuvia, I.,** Hallock, T., Norton, E., Kaat, A., Blackwell, C., Cella, D., Gershon, R., Wakschlag, L., Krogh-Jespersen, S. (in preparation). A Multimethod Approach to Identifying Reliable and Valid Responses to Pediatric Patient Reported Outcome Measures.

Fan, K., Dobias, M., **Ahuvia, I.,** Fox, K., & Schleider, J. (in preparation.) Relationships Between Identity-Based Discrimination, Socioeconomic Status, and Mental Health Treatment Access Among Self-Injurious Adolescents. <https://osf.io/n2xh4/>

Roulston, C., Fassler, J., Chen, S., **Ahuvia, I.,** Fox, K., & Schleider, J. (in preparation). Self-Reported Barriers to Mental Health Treatment Among Adolescents with Depression. <https://osf.io/d7wyn/>

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/>

Presentations

Invited Talks

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

Academic Conferences

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. Oral presentation at the International Society for Quality of Life Research Annual Conference, San Diego, CA.

Symposia and Panels

Ahuvia, I., & Schleider, J. (2022, May). The Relationship Between Depression Beliefs and Depression Symptom in Adolescents. Panel discussant 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. Panel discussant at the Anxiety and Depression Association of America Annual Conference, Denver, CO.

Poster Presentations

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 Series.

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 Series.

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.

Media Appearances

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

Teaching

Stony Brook University

Stony Brook, NY

Instructor and Creator of Original Course

PSY 339: The Social Construction of Mental Illness (Undergrad)

Summer 2022

- 100% of students gave this class an “A” on course evaluations
- Publicly available materials: <https://www.isaacahuvia.com/#teaching>

Instructor

PSY 310: Research and Writing in Psychology (Undergrad)

Spring 2022

- 94% of students gave this class an “A” on course evaluations

Guest Lecturer

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

Teaching Assistant

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

Additional Teaching Experience

Workshop on Statistical Programming in R Fall 2020

- Publicly available materials: <https://www.isaacahuvia.com/#teaching>

Mentorship

Current

Kelly Kwong, current B.A. Student in Psychology at Stony Brook University

- Provide research and professional guidance through regular meetings and feedback
- Support research design, implementation, and writing of undergraduate honors thesis

Former

Juno Pinder, as M.A. Student in Clinical Psychology at the Columbia University

- Provided research and professional guidance through regular meetings and feedback
- Supported research design, implementation, and writing of first-authored research project

Laura Jans, as M.A. Student in Psychology at Stony Brook University

- Provided research and professional guidance through regular meetings and feedback
- Supported research design, implementation, and writing of first-authored research project

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 Experience

Stony Brook University

Stony Brook, NY

Ph.D. Student, Lab for Scalable Mental Health

August 2020 – Present

- Lead and contribute to a variety of research projects studying beliefs about mental health, interventions for depression in adolescents, body dissatisfaction, and other topics
- Produce manuscripts for the publication of research; when statistical programming is used to produce results, analytic code and data (when possible) are made publicly available
- Create data processing pipelines (R) to facilitate rigorous, transparent research
- Use R to analyze data using a variety of rigorous statistical methods and to produce compelling visualizations

Research Assistant, World Trade Center Study

June 2021 – September 2021

- 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

- Analyze data (R) to evaluate impacts of classroom- and school-level interventions on student outcomes, with a goal of achieving equitable outcomes for traditionally disadvantaged students
- Effectively communicate analyses to educators and school stakeholders, providing clear steps they can take to achieve equitable outcomes for their students
- Program automated data processing scripts (R, SQL) to enhance efficiency of research team operations

Northwestern University Feinberg School of Medicine

Chicago, IL

Consultant, Developmental Mechanisms Lab

April 2020 – August 2020

- Conducted analysis for, and wrote, research articles on adolescent self-report validity

Senior Research Coordinator, Developmental Mechanisms Lab November 2018 – November 2019

- Oversaw data collection for 10-year longitudinal study ($n = 200$) examining (a) the development of disruptive behavior in children and adolescents, and (b) adolescents' capacity to accurately self-report on their own physical and mental health
- Contributed to analysis design and conducted a variety of analyses (R) for articles to be published
- Collected data from study participants, following strict study protocols in the administration of self-report measures and cognitive performance tasks (e.g., Woodcock-Johnson)
- Maintained project finances and ensured adherence to grant budget
- Assisted in grant preparation for large lab-wide NIMH proposals
- Managed a team of 14 interns in data collection and related tasks across all lab projects

University of Chicago Poverty Lab

Chicago, IL

Research Analyst

November 2019 – July 2020

- Conducted outcome analyses for randomized controlled trials evaluating the effectiveness of Chicago-area social service programs (R)
- Assisted in implementing a large-scale nationwide evaluation of a universal basic income program by writing code for sampling and randomization (Stata)
- Prepared reports and presentations for principal investigators, partners, and funders

Senior Project Associate

December 2017 – November 2018

- Managed data collection and research implementation for four randomized controlled trials of Chicago-area social service programs
- Collaborated with principal investigators to develop research designs, create surveys and other data collection tools, and publish pre-analysis plans
- Authored project memos and presentations targeting research, policy, and lay audiences
- Built and advanced partnerships with program and government partners
- Managed research assistants in collecting data, conducting literature reviews, and other tasks

Project Associate

May 2016 – December 2017

- Assisted project manager in designing and implementing two randomized controlled trials; independently managed these projects beginning in August 2016
- Managed IRB approvals, grant proposals, and other elements of research and ethics compliance
- Conducted data analysis for power calculations and ad-hoc reports for partners (R)

University of Michigan

Ann Arbor, MI

Honors Thesis, Department of Sociology

January 2015 – May 2016

- Independently conducted a study on how social movement organizations' framing of issues responds to legislators' framings, using an analysis of press releases and meeting transcripts
- Reviewed literature, collected and analyzed data (R), and wrote manuscript that received departmental honors

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 discrete choice model used by the Ford Motor Company to predict market share under different conditions (Stata, SAS)

Research Assistant, Institute for Social Research

October 2014 – May 2015

- Developed database of student characteristics and outcomes to examine the link between study abroad programs and the achievement gap in higher education (Stata)

Clinical Experience

Stony Brook University Krasner Psychological Center

Stony Brook, NY

Clinical Trainee

August 2021 – Present

- Provide evidence-based treatment for adults and youth experiencing a variety of mental health concerns
- Utilize cognitive-behavioral therapy (CBT) techniques, as well as other approaches when indicated
- Conduct rigorous psychological assessment for the purpose of diagnosis, academic accommodations, etc.

National Runaway Safeline

Chicago, IL

Crisis Counselor

April 2018 – March 2020

- Provide crisis intervention via phone and chat to hundreds of youths and adults of diverse racial, gender, and sexual identities, as well as diverse ages, economic backgrounds, and needs

Published Software

- Code to **produce self-report data quality indices**, published as an online appendix to Bevans, et al. 2020. Code accessible at <https://github.com/isaacahuvia/self-report-achival-indices/blob/master/Analysis%20Functions.R>. (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. App accessible at <https://povertylab.shinyapps.io/ACS-Map-Dashboard/>. Code accessible at <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**. Code accessible at <https://github.com/Poverty-Lab/ACS-Map-Dashboard>. Documentation: <https://github.com/Poverty-Lab/ACS-Map-Dashboard/tree/master/Documentation>. (R)
- A software package to **conduct power calculations in a beginner-friendly way**, for internal use by the University of Chicago Poverty Lab. Code accessible at <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**