

Riley McDanal, M.A.

Clinical Psychological Science PhD Candidate
NSF GRFP Fellow
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EDUCATION

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| Stony Brook University (anticipated 2026) Ph.D. in Clinical Psychology (dissertation successfully defended 12/2025) | Stony Brook, NY 2020 – current |
| Stony Brook University M.A. in Psychology | Stony Brook, NY 2020 – 2022 |
| University of California, Berkeley B.A. in Psychology | Berkeley, CA 2016 – 2019 |

FELLOWSHIPS AND GRANTS

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| National Science Foundation Graduate Research Fellowship Program (NSF GRFP) Stony Brook University. PI. Total amount awarded: \$152,000. | 2022 – 2027 |
| Academy of Psychological Clinical Science Dissertation Award Stony Brook University. PI. Amount awarded: \$2,000. | 2025 |
| APF Council of Graduate Departments of Psychology Graduate Student Scholarship Stony Brook University. PI. Amount awarded: \$2,000. | 2025 |
| Graduate Research Empowering and Accelerating Talent Award (GREAT Award) Stony Brook University. PI. Amount awarded: \$5,000. | 2023 |
| John Neale Endowed Graduate Student Excellence Fund Stony Brook University. PI. Amount awarded: \$750. | 2021 |
| (declined) Cunningham Fellowship Virginia Tech. Total amount offered: \$97,392. | 2020 – 2024 |

HONORS AND AWARDS

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| Society for Research in Psychopathology EDI Scholarship Stony Brook University. | 2022 – 2023 |
| LifeData Award Stony Brook University. | 2020 |
| Distinction in General Scholarship University of California, Berkeley. | 2019 |

RESEARCH INTERESTS

Scalable mental healthcare; identity, marginalization, and health; relational context and interpersonal processes; psychiatry nosology; measurement and assessment; open science practices.

PUBLICATIONS

Citations: 382 / H-index: 10 (As of 02.08.2026)

First-author citations: 120 / First-author H-index: 4

(* Indicates student/trainee; † Indicates equal co-authorship)

PEER-REVIEWED JOURNAL ARTICLES

11. Pigart, C. J., Cohen, K. A., **McDanal, R.**, Schleider, J. L., & Cooper, K. M. (in press). STEM, gender, and mental health: Understanding depression and anxiety in a national undergraduate sample. *PLOS Mental Health*, 2(8), e00000364.
10. Dodge, K. A., Prinstein, M. J., Evans, A. C., Ahuvia, I. L., Alvarez, K., Beidas, R. S., Brown, A. J., Cuijpers, P., Denton, E., Hoagwood, K. E., Johnson, C., Kazdin, A. E., **McDanal, R.**, Metzger, I. W., Rowley, S. N., Schleider, J. L., Shaw, D. S. (2024). Population mental health science: Guiding principles and initial agenda. *American Psychologist*, 79(6), 805.
9. **McDanal, R.**, Shen, J., Fox, K. R., Eaton, N. R., & Schleider, J. L. (2024). Predicting transdiagnostic symptom change across diverse demographic groups in single-session interventions for adolescent depression. *Clinical Psychological Science*, 12(6), 1056-1074.
8. Deisenhofer, A-K., Barkham, M., Beierl, E. T., Schwartz, B., Aafjes-van Doorn, K., ... Cohen, Z. (50 other coauthors, incl. **McDanal, R.**) (2023). Implementing precision methods in personalizing psychological therapies: Barriers and possible ways forward. *Behaviour Research and Therapy*, 172, 104443.
7. Ghosh, A., Cohen, K., Jans, L., Busch, C., **McDanal, R.**, Yang, Y., Cooper, K., & Schleider, J. L. (2023). A digital single-session intervention (Project Engage) to address fear of negative evaluation among college students: A pilot randomized controlled trial. *JMIR Mental Health*, 10, e48926.
6. Shen, J., Rubin, A., Cohen, K., Hart, E. A., Sung, J., **McDanal, R.**, Roulston, C., Sotomayor, I., Fox, K. R., & Schleider, J. L. (2023). Randomized evaluation of an online single-session intervention for minority stress in LGBTQ+ adolescents. *Internet Interventions*, 33, 100633.
5. **McDanal, R.**, Schleider, J. L., Fox, K. R., & Eaton, N. R. (2023). Loneliness in gender- and sexual orientation-diverse adolescents: Measurement invariance analyses and between-group comparisons. *Assessment*, 30(3), 706–727.
4. **McDanal, R.**, Parisi, D., Opara, I.†, & Schleider, J. L.† (2022). Effects of brief interventions on internalizing symptoms and substance use in youth: A systematic review. *Clinical Child and Family Psychology Review*, 25, 339-355.

3. **McDanal, R.**, Rubin, A., Fox, K. R., & Schleider, J. L. (2022). Associations of LGBTQ+ identities with acceptability and efficacy of online single-session youth mental health interventions. *Behavior Therapy*, 53, 376-391.
2. Inman, E. M., Bermejo, R. M., **McDanal, R.**, Nelson, B., Richmond, R. L., Schleider, J. L., & London, B. (2021). Discrimination and psychosocial engagement during the COVID-19 pandemic. *Stigma and Health*, 6, 380-383.
1. Stanton, K., Brown, M. F. D., **McDanal, R.**, Carlton, C. N., & Emery, N. N. (2021). Informing the classification and assessment of positive emotional experiences: A multisample examination of hierarchical positive emotionality models. *Psychological Assessment*, 33(11), 1038-1049.

CHAPTERS

2. **McDanal, R.** & Schleider, J. L. (2023). Investing in novel intervention delivery systems. *Population health science summit: Grounding evidence and preliminary research synthesis*. American Psychological Association.
1. Ghosh, A., **McDanal, R.**, & Schleider, J. L. (2023). Digital single-session interventions for child and adolescent mental health: Evidence and potential for dissemination across low- and middle-income countries. *Advances in Psychiatry and Behavioral Health*. Elsevier.

MANUSCRIPTS UNDER REVIEW

4. * Ortells-Faci, P., McDanal, R., Zhang, Y., Klein, D. N., Nelson, B. D., Kotov, R., & Eaton, N. R. (under review). Reciprocal relations between peer victimization, rumination, and dysphoria: A multi-wave longitudinal study of adolescent girls. *OSF Preprints*.
3. Lynam, D. R., Sbarra, D. A., Tackett, J. L., Lui, P. P., **McDanal, R.**, Schaumberg, K., Wright, A. G. C., Yang, Y., & Miller, J. D. (under review). The open science movement and clinical psychology training: Rigorous science is transparent science. *OSF Preprints*.
2. * Ortells Faci, P.[†], **McDanal, R.**[†], & Eaton, N. R. (under review). Loneliness in sexual and gender minority youths: Critical implications of a multidimensional approach. *OSF Preprints*.
1. Roos, C. R., McHugh, R. K., Vafaie, N., Schleider, J. L., **McDanal, R.**, DeBenedictis, A., Palmer, R., John, M., Votaw, V. R., & Kober, H. (under review). Pilot randomized trial of Visitor Mindset: A single-session web-based intervention targeting emotion-related beliefs and emotion regulation skills.

POPULAR PRESS PUBLICATIONS

2. **McDanal, R.** (2023). Marginalized populations deserve our very best: Measurement invariance as the foundation of mental health disparities research. *PCSAS Newsletter*.
1. **McDanal, R.** (2021). Integrating single-session intervention approaches into clinical training programs. *PCSAS Newsletter*.

PRESENTATIONS

(* Indicates student/trainee; † Indicates equal co-authorship)

TALKS

* Ortells Faci, P., **McDanal, R.**, Yao, A., Burger, J., Gabrielli, J. T., & Eaton, N. R. (upcoming). *The interplay of negative urgency and internalizing distress in the daily lives of sexual and gender minorities exposed to discrimination*. Eastern Psychological Association Annual Meeting, Boston, MA.

McDanal, R., Kim, H., Schleider, J. L., & Eaton, N. R. (2025, September). *Transdiagnostic single-session intervention effects on adolescent demoralization: A piecewise multilevel analysis of change patterns in a randomized controlled trial*. Society for Research in Psychopathology Annual Meeting, Los Angeles, CA.

McDanal, R., Schleider, J. L., Shen, J., Fox, K. R., & Eaton, N. R. (2025, March). *Single-session online interventions drive transdiagnostic change across initial symptom severity levels: Implications for stepped care*. Annual Meeting of the Hierarchical Taxonomy of Psychopathology Consortium, Denver, CO.

* Ortells-Faci, P., **McDanal, R.**, Zhang, Y., Eaton, N. R., & Kotov, R. (2025, March). *Distinguishing between-person and within-person stability in the longitudinal relationship of victimization and dysphoria in adolescent girls*. Annual Meeting of the Hierarchical Taxonomy of Psychopathology Consortium, Denver, CO.

McDanal, R., Schleider, J. L., & Eaton, N. R. (2024, March). *The meta-structure of loneliness as different dimensions of varying resolution: Links with transdiagnostic psychopathology and disparities across populations*. Annual Meeting of the Hierarchical Taxonomy of Psychopathology Consortium, San Diego, CA.

McDanal, R., Shen, J., Fox, K. R., Schleider, J. L., & Eaton, N. R. (2022, May). *Single-session interventions reduced transdiagnostic internalizing symptoms in adolescents with diverse identities during the COVID-19 pandemic*. Annual Meeting of the Hierarchical Taxonomy of Psychopathology Consortium, virtual.

SYMPOSIA

Rubin, A., Shen, J., **McDanal, R.**, Schleider, J. L., & Fox, K. R. (2022, November). *Exploring the need for single-session interventions that improve NSSI/SI outcomes in LGBTQ+ youths*. Association for Behavioral and Cognitive Therapies 56th Annual Convention, New York, NY. [Presented by **McDanal, R.**]

POSTERS

* Ortells-Faci, P., **McDanal, R.**, Zhang, Y., Klein, D. N., Nelson, B. D., Kotov R., & Eaton, N. R. (2025, September). *Do symptoms or stressors come first? Interrelations and stability of rumination, victimization and internalizing problems among adolescent girls*. Society for Research in Psychopathology Annual Meeting, Los Angeles, CA.

Grieshaber, A., Calentino, A., Harrison, M. S., **McDanal, R.**, & Klein, D. N. (2025, September). *Early childhood predictors of depression course*. Society for Research in Psychopathology Annual Meeting, Los Angeles, CA.

* Murata, M., Smith, A. C., & **McDanal, R.** (2025, June). *Where do differences in single-session intervention effectiveness emerge? A multilevel analysis of a body neutrality intervention for sexual and gender minority youth*. 5th International Single Session Therapies Symposium, Chicago, IL.

* Ortells-Faci, P., **McDanal, R.**, & Eaton, N. R. (2025, May). *Unpacking the dimensions of loneliness: Links to transdiagnostic internalizing disparities in sexual and gender minority youth*. Association of Psychological Science Conference, Washington, DC.

McDanal, R. Schleider, J. L., Shen, J., Fox, K. R., & Eaton, N. R. (2025, March). *Single-session online interventions drive transdiagnostic change across initial symptom severity levels: Implications for stepped care*. Annual Meeting of the Hierarchical Taxonomy of Psychopathology Consortium, Denver, CO.

* Ortells-Faci, P., **McDanal, R.**, Zhang, Y., & Eaton, N. R. (2025, March). *Distinguishing between-person and within-person stability in the longitudinal relationship of victimization and dysphoria in adolescent girls*. Annual Meeting of the Hierarchical Taxonomy of Psychopathology Consortium, Denver, CO.

McDanal, R., Parisi, D., Opara, I.[†], & Schleider, J. L.[†] (2022, November). *Effects of brief interventions on internalizing symptoms and substance use in youth: A systematic review*. Clinical Psychological Science Special Interest Group Exposition in the Association for Behavioral and Cognitive Therapies 56th Annual Convention, New York, NY.

McDanal, R., Shen, J., Fox, K. R., Schleider, J. L., & Eaton, N. R. (2022, September). *Transdiagnostic symptom change across diverse demographic groups in an RCT of single-session interventions for adolescent depression*. Society for Research in Psychopathology Annual Meeting, Philadelphia, PA.

McDanal, R., Rubin, A., Fox, K. R., & Schleider, J. L. (2021, November). *Associations of LGBTQ+ identities with acceptability and efficacy of online single-session youth mental health interventions*. Oppression & Resilience Special Interest Group Exposition in the Association for Behavioral and Cognitive Therapies Virtual Convention, virtual.

McDanal, R., Shen, J., Fox, K. R., Eaton, N. R., & Schleider, J. L. (2021, September). *Predicting transdiagnostic symptom change in a randomized trial of single-session interventions for adolescent depression*. Treatment Selection Idea Lab Virtual Convention, virtual.

Inman, E. M., Bermejo, R., **McDanal, R.**, Nelson, B., Richmond, R., Schleider, J. L., & London, B. (2021, February). *Identity models of discrimination and psychosocial engagement during the COVID-19 pandemic*. Society for Personality and Social Psychology Virtual Convention, virtual.

LAB AFFILIATIONS

SPECTRUM LAB, Stony Brook University

PhD Student

Transdiagnostic psychopathology and mental health disparities.

Dir: Nicholas Eaton, PhD

2020 – current

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| LAB FOR SCALABLE MENTAL HEALTH , Northwestern University PhD Student Digital intervention and health equity. | Dir: Jessica Schleider, PhD 2020 – current |
| IDIOGRAPHIC DYNAMICS LAB , UC Berkeley Postbac Research Assistant Experience sampling of psychopathology and behavior. | Dir: Aaron Fisher, PhD 2019 – 2020 |
| BERKELEY SOCIAL INTERACTION LAB , UC Berkeley Undergraduate and Postbac Research Assistant Sociocultural psychology and individual emotional experience. | Dir: Dacher Keltner, PhD 2017 – 2020 |

REVIEWS

Journal of Gay and Lesbian Mental Health (2025)
Assessment (2025)
BMC Psychology (2025)
JMIR Mental Health (2025)
BMC Public Health (2025)
Journal of Homosexuality (2025)
Child Psychiatry & Human Development (2024)
Collabra: Psychology (2023)
JAMA Network Open (2022)

TEACHING

INSTRUCTOR OF RECORD – *independently designed course*

Psychopathology Classification, Stony Brook University Summer 2022 / 23 / 24 / 25; Winter 2023 / 24 / 25
 Novel special topics course on the history, methodology, and clinical utility of different approaches to conceptualizing the nature of psychopathology (DSM/ICD; RDoC; HiTOP; Network Analysis).

◇ Total students: 193 | Average course rating: 4.9/5.0

INSTRUCTOR OF RECORD

Introduction to Psychology, Stony Brook University Winter 2022

Introductory general psychology course. Topics included biological, cognitive, personality, developmental, social, and clinical psychology; research methods; ethics.

◇ Total students: 28 | Average course rating: 5.0/5.0

GUEST LECTURER

Reading in Psychology: Professional Development, Stony Brook University Fall 2023 / 24

Presentation on writing a compelling application statement for admission to graduate programs in psychology. Supported students in drafting an outline; facilitated small group discussions about their ideas.

Evidence-Based Practice Course, Mercer University

Fall 2022

Presentation on Stony Brook's Single-Session Consultation program. Demonstrated implementation and facilitated student practice.

RECITATION INSTRUCTOR

Research and Writing in Psychology, Stony Brook University

Spring 2022

Course on the research process in psychology. Guided students through conceptualizing their own research question, methodology, and analytic approach; taught students how to draft a mock empirical manuscript.

TEACHING ASSISTANT

Health Psychology, Stony Brook University

Fall 2021

Survey in Abnormal and Clinical Psychology, Stony Brook University

Fall 2020

CLINICAL

Areas of specialization

Emotion dysregulation, experiential avoidance, low self-esteem, interpersonal/marital/family problems

Primary modalities

Cognitive Behavioral Therapy (CBT); Dialectical Behavior Therapy (DBT); Acceptance and Commitment Therapy (ACT); Integrative Behavioral Couple Therapy (IBCT); Emotionally Focused Family Therapy (EFFT)

Positions

Krasner Psychological Center, Stony Brook, NY.

2021 – 2023; 2025 – current

Roles: Therapist; Intern; Evaluator; Peer supervisor

Responsibilities: Individual, group, and couples therapy; Assessment; Peer supervision

Stony Brook University Hospital, Child Inpatient Psychiatry Unit, Stony Brook, NY.

2025 – current

Role: Intern

Responsibilities: Individual and group therapy

Mind-Body Clinical Research Center, Stony Brook, NY.

2025 – current

Role: Intern

Responsibilities: Individual and group therapy

Center for Cognitive & Dialectical Behavior Therapy, Lake Success, NY.

2023 – 2024

Role: Extern

Responsibilities: Individual, group, couples, and family therapy

Single Session Support Clinic, Stony Brook University, Stony Brook, NY.

2023

Role: Provider

Responsibilities: Individual consultation sessions

Competencies

Individual Therapy

- ◊ Provide individual therapy using CBT, DBT, and ACT for adults, adolescents, children, and parents.
- ◊ Integrate multiple therapeutic modalities based on client presentation and treatment setting.
- ◊ Use data from recurring standardized and personalized questionnaires to guide treatment planning.
- ◊ Conduct crisis intervention, safety planning, suicide risk assessment, and victimization risk assessment.
- ◊ Offer phone coaching and after-hours crisis management for clients with chronic emotion dysregulation.
- ◊ Implement inpatient psychiatric crisis stabilization and discharge planning.
- ◊ Organize collaborative care with multidisciplinary teams (psychiatrists, social workers, nurses).
- ◊ Deliver single-session consultations with solution-focused brief interventions.

Group Therapy

- ◊ Lead DBT skills groups for adults, children, and families in outpatient and inpatient settings.
- ◊ Teach core DBT modules and conduct skill review sessions.

Couples/Family Therapy

- ◊ Provide IBCT and EFFT for couples and families.
- ◊ Implement communication training, conflict resolution, and systemic interventions.

Psychological Assessment

- ◊ Conduct comprehensive evaluations using cognitive, achievement, and executive functioning batteries.
- ◊ Administer structured diagnostic interviews and other measures as clinically indicated.
- ◊ Generate integrated reports and provide individualized feedback to clients.

Intake Coordination and Training

- ◊ Perform therapy intake assessments, risk screening, and diagnostic interviews.
- ◊ Train and supervise new staff in screening procedures.

Peer Supervision

- ◊ Supervise practicum students in the provision of CBT for anxiety in young adulthood.
- ◊ Meet weekly to discuss case conceptualization, treatment planning, and intervention implementation.

MENTORSHIP

Research mentor

Pau Ortells Faci (2024 – current) — Spectrum Lab (*Lab Director: Dr. Nicholas Eaton*)

- ◊ Trained mentee in study design and analysis.
 - ◊ Reciprocal relations between peer victimization, rumination, and dysphoria: A multi-wave longitudinal study of adolescent girls. *Preprint*.
 - ◊ Loneliness in sexual and gender minority youths: Critical implications of a multidimensional approach. *Preprint*.
 - ◊ The interplay of negative urgency and internalizing distress in the daily lives of sexual and gender minorities exposed to discrimination. *Upcoming oral presentation*.

- ◊ Distinguishing between-person and within-person stability in the longitudinal relationship of victimization and dysphoria in adolescent girls. *Flash talk and poster presentation*.
- ◊ Do symptoms or stressors come first? Interrelations and stability of rumination, victimization and internalizing problems among adolescent girls. *Poster presentation*.
- ◊ Unpacking the dimensions of loneliness: Links to transdiagnostic internalizing disparities in sexual and gender minority youth. *Poster presentation*.
- ◊ Temporal dynamics between peer victimization and internalizing problems in sexual and gender minoritized youth: A random intercept cross-lagged panel model. *Preregistration*.

Mia Murata (2024 – 2025) — Lab for Scalable Mental Health (*Lab Director: Dr. Jessica Schleider*)

- ◊ Trained mentee in study design and analysis.
- ◊ Where do differences in single-session intervention effectiveness emerge? A multilevel analysis of a body neutrality intervention for sexual and gender minority youth. *Poster presentation*.

Hein Kim (2024 – 2025) — Lab for Scalable Mental Health (*Lab Director: Dr. Jessica Schleider*)

- ◊ Trained mentee in intervention development.

Aijia Yao (2021 – 2023) — Lab for Scalable Mental Health (*Lab Director: Dr. Jessica Schleider*)

- ◊ Trained mentee in experience sampling data collection.

Peer mentor

Victoria Sarita (2021 – 2022) — Lab for Scalable Mental Health (*Lab Director: Dr. Jessica Schleider*)

Lucy Gordon (2021 – 2022) — Lab for Scalable Mental Health (*Lab Director: Dr. Jessica Schleider*)

Colleen McGuckin (2020 – 2021) — Women in Science and Engineering at Stony Brook University

COMMUNITY

Academy Open Science Committee (OSC)

Committee Member (2025 – current)

Assists programs with developing open science practices; works to improve transparency in clinical science.

Undergraduate Mentoring Committee

Committee Member (2022 – current)

Contributes to outreach, workshops, and resources for undergraduate students at Stony Brook University.

Long Island Science & Engineering Fair

Volunteer Judge (2025)

Served as a judge of high school science fair projects in the Behavioral and Social Sciences category.

Psychological Clinical Science Accreditation System (PCSAS)

Representative (2021 – 2023)

Acted as a liaison between PCSAS and Stony Brook and wrote articles for the PCSAS newsletter.

Women in Science and Engineering (WISE)

Mentor (2020 – 2021)

Mentored an undergraduate student in the WISE program.

Dismantling Systemic Shortcomings in Education and Clinical Training (DiSSECT)

Supporting Evidence Team Member (2019 – 2020)

Compiled evidence supporting actionable anti-racist changes in education and clinical training programs.

Psychology and Cognitive Sciences Undergraduate Lab at Berkeley

Co-Founder and Manager (2017), Director (2018), Advisor (2019)

Taught research skills to undergraduates through workshops and advising; supervised undergraduate project groups investigating various topics in psychology and cognitive science.

Undergraduate Journal of Psychology at Berkeley

Executive Director (2017 – 2018), Editor-in-Chief (2018 – 2019)

Led process of undergraduate manuscript selection, editing, and publication.

PROFESSIONAL

Consultant, American Psychological Association, virtual.

2022 – 2023

Developed a research summary on delivery systems for intervention administration and single touch-point services. Included in an APA response to a Request for Information ([RFI](#)) on innovative approaches to prevent mental health problems and promote mental wellness in populations that experience health disparities.

Author, Supportiv, virtual.

2019 – 2021

Wrote empirically informed mental health articles for dissemination to the public.

SKILLS

R, Mplus, SPSS, Qualtrics, quantitative modeling, intervention development, Spanish proficiency

Last updated 02.08.2026