

"SCHARE"ING COGNITIONS: ON PHDS AND PUBLICATIONS

By Mitchell Schare



I am very happy to present a special issue of *Intermittent Reinforcement* to you, the reader. As a program that subscribes to the PhD model commonly called the Boulder Approach, the faculty endeavor to educate and inspire our students to be excellent clinicians and researchers. For many years, we

have received great feedback from our alumni on their career successes in institutions, practices, schools, and through their own contributions to furthering the science of psychology. I am well aware that many of our graduates have published articles and books for both professional and lay audiences.

This issue of *IR* is a collection from just the past six years of alumni books either authored, co-authored or edited by our alumni. In discussing this project with the current editor, Jennifer Allen, we settled on this time frame to represent books that were of a recent nature. Therefore, some of you were not asked because your books that we knew of were older. In the past six years, we identified 22 alumni authors who contributed to the production of an astounding 42 books. Many of our authors are responsible for multiple books and in their own professional work have trained and worked with other Hofstra alumni. Without a doubt, the productiveness of this group of authors serves as a marvelous role model for students currently enrolled in our program. Additionally, you make the faculty very proud of your accomplishments. If we have left any of you out, I am sorry and would be happy to publish your information in a future edition of *Intermittent Reinforcement*.

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PSYCHOLOGICAL ADJUSTMENT TO DIABETES

By Beverly Adler, PhD, '85



I was diagnosed with Type 1 diabetes (T1D) in 1975. I doubt that many of my classmates at Hofstra knew that I had T1D. I didn't talk much about it then. I maintained a membership with the American Diabetes Association (ADA) to stay informed about diabetes.

Today, I am a professional member of the ADA, JDRF (Juvenile Diabetes Research Foundation), and the American Association of Diabetes Educators, in addition to APA and the Nassau County Psychological Association.

After I earned my PhD, I worked in a job for 10 years unrelated to diabetes. Then, I took a break from working and devoted my time to raising my children. In 1998 I moved back to Long Island. At that time, I had no idea what type of work I would do. My brother asked me, "If you had any wish, what would you like to do?" In my heart I knew the answer – I wanted to work with patients with diabetes. My brother's simple response, "Go for it!" has been my motivation to pursue my goal ever since.

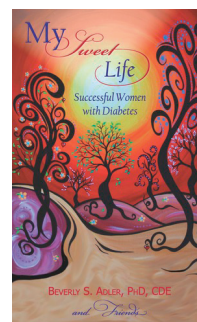
I started working at South Nassau's Counseling Center per diem and worked on my own to develop a protocol for patients with diabetes. I developed a Health and Wellness Program that focused on identifying emotional issues that interfere with diabetes management (i.e., anger, denial, depression, stress and anxiety) and taught positive coping strategies. In January 2002, I took my career to the next level and started my own private practice. At first, it was part time. But in 2004, I became a full-time private practitioner.

Known as "Dr. Bev" to my patients, I see children, adolescents, adults and seniors in my private practice in Baldwin, New York. In addition to discussing issues of diabetes management, therapy focuses on processing the emotional issues that frequently interfere with adjustment to this chronic illness. Utilizing a cognitive-behavioral orientation, I provide individual, family, and/or group therapy sessions.

I love what I do and feel that I am uniquely qualified to treat patients with diabetes. I feel that I am a good role

model for my patients, as well as someone with a lot of empathy for the daily coping that people with diabetes must face. I am able to successfully treat patients with diabetes with an understanding that comes from my own firsthand experience. My personal philosophy is to take control of my diabetes and not let diabetes control my life. My focus strongly endorses empowering the lives of people with diabetes.

Over the years, I have made numerous presentations to various diabetes support groups, as well as to health care professionals and diabetes educators. I have published articles in print and online about diabetes management – always with the focus on emotional adjustment. I have been quoted in numerous magazines and contributed to a monthly diabetes advice column online.



In November 2011, I published my first book: *MY SWEET LIFE: Successful Women with Diabetes*. This book is a collection of 24 life stories, with each chapter written by a highly respected, successful woman with diabetes. The women who join me are located across the country and one is a psychologist from the UK. Most of the women have T1D, but a few have Type 1.5/

LADA and one has Type 2. The women range in age from 20-something to 90 years old. They range in how many years they have had diabetes from a few years to living well for 70 years. This group of diverse women share their stories of how they found balance between managing their careers and/or family AND managing their diabetes. Each story is unique and heartwarming, as these very special women share their triumph over diabetes. The reader can learn how the women's experiences with diabetes helped to shape them into who they are today. The theme running through the book is that "diabetes is a blessing in disguise." This book is inspirational, motivational and uplifting!

In October 2012, I published my second book: *MY SWEET LIFE: Successful Men with Diabetes*. This book is a collection of 25 life stories, filled with testosterone dripping from every page. Each chapter is written by a highly respected and



successful man with diabetes. The men have careers in medicine, professional sports, law, business, and much more. One contributing writer is a successful psychologist from Hofstra University – Dr. Mitchell Schare! These men are husbands, fathers, sons, brothers, grandpas and uncles who also have T1D, Type 1.5, or Type 2. The men

discussed how they struggled with their own diabetes management and ultimately learned not to define themselves by diabetes, but rather to manage it while living their lives. The diverse group of men share their heartwarming stories filled with honesty, humor, insights

and encouragement. Again, the theme running through this book is that “diabetes is a blessing in disguise.”

These books have been described as a “support group” in a book! The books are available to purchase as paperback editions or e-books at www.phcpublishing.com or via Amazon.com. **A portion of the proceeds from the sale of the books will be donated, on behalf of myself and the contributing writers, to the American Diabetes Association.** Please visit my website at www.AskDrBev.com to learn more about me and the work that I do. If you would like further information, I can be reached at AskDrBev@aol.com or 516-378-6676.

WORKING WITH BARIATRIC SURGERY PATIENTS

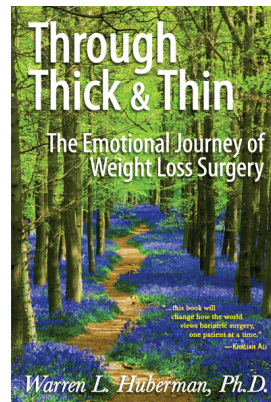
By Warren Huberman, PhD, '93



I am currently a Cognitive-Behavior Therapist in private practice in midtown Manhattan. I have held several roles in medical centers since receiving a PhD from Hofstra in 1993. These include working in a chronic pain center, a

multi-diagnosis rehabilitation center, as well as a cardiac rehabilitation center. In these roles, I spent a great deal of time concentrating on helping patients make health-behavior changes such as weight management, smoking cessation and stress management. I am on the faculty of the Department of Psychiatry at the NYU School of Medicine and am an affiliate psychologist at both NYU/Langone Medical Center and at NSLIJ-Lenox Hill Hospital. I supervise psychiatry residents as well as psychology interns and externs in cognitive-behavior therapy. In 2000 I formed The Performance Consulting Group, LLC, a consulting firm that provides psychological services with the goal of changing the behavior of individuals and organizations.

Through my affiliation with NYU/Langone Medical Center, I have worked extensively in the field of bariatric surgery (weight loss surgery) since 1999, consulting with patients before and after surgery as well as with patients who are not candidates for, or who choose not to have surgery. In this role, I have developed expertise in treating binge eating and other forms of disordered eating. Over the years, many patients have commented about my familiarity



with the issues experienced by those who pursue bariatric surgery and several suggested that I write a book. After writing several chapters and articles on the topic over the years, I decided in 2010 to take the next step and write a comprehensive book that addressed common behavioral and emotional issues that bariatric surgery patients experience before and after surgery. So

far, the reception to the book has been positive and it has been one of the more gratifying accomplishments of my professional career.

Whenever I am asked to give my “two cents” to younger psychologists I find myself repeating the same recommendation ... diversify. While I am incredibly impressed by those who have stayed in the same area of interest for 25 years or more, I have no idea how they do it. I have enjoyed working in a number of different settings and to have developed experience in a number of areas. I have kept an open mind about the applications of my skill set both out of necessity (needing a job!) and for personal fulfillment (doing work that I find meaningful and enjoy). Along the way, I've met some great people from whom I have learned so much. Despite the diversity of people and settings I have worked, I often find myself laughing when I think back to my days as a graduate student. I was influenced

by a number of great professors, including Richard O'Brien and Kurt Salzinger, who urged me to focus on the science of behaviorism and on the goals of learning how to predict and control behavior. As a result, I have learned that "people is people" and that "behavior is behavior" whether they are patients with chronic pain, rehabbing from a major injury, or trying to adjust to life after bariatric surgery. The settings may change, but the rules of behavior do not.

Dr. Schare would probably want me to also mention that during my time as a graduate student at Hofstra I was

an aspiring stand-up comic. I would attend classes, fulfill my clinical responsibilities, and work on my dissertation all while sneaking into the city to do gigs at 1 a.m. a few times a month. While my aspirations of becoming a stand-up comedian may have changed, my sense of humor has not.

As psychologists, we often find ourselves dealing with people in great distress on very serious issues. I find it very helpful to be able to find the humor in life, to laugh, and to help my clients do the same whenever possible.

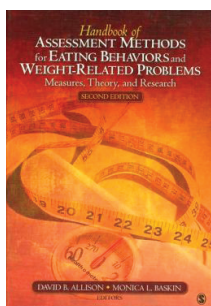
OBESITY TREATMENT AND RESEARCH

By David Allison, PhD, '90

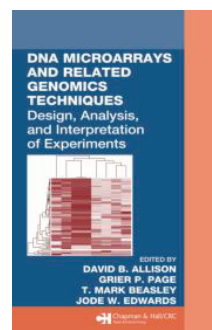
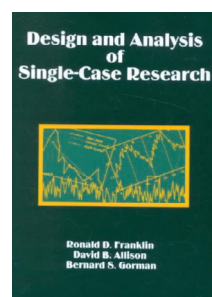
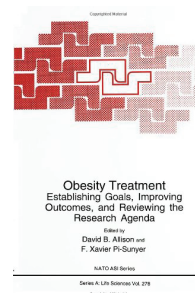


A decade or so after earning a PhD at Hofstra University — and completing postdoctoral fellowships at The Johns Hopkins University School of Medicine and The New York Obesity Nutrition Research Center at St. Luke's-Roosevelt Hospital Center — I relocated

to the University of Alabama at Birmingham (UAB), where I am currently distinguished professor, Queetelet Endowed Professor of Public Health, Associate Dean for Science, Director of the Department of Energetics, and Director of the NIH-funded Nutrition Research Obesity Center (NORC). My research includes the genetic and environmental contributions to obesity and the connections among caloric restriction, obesity, body composition, weight gain/loss, and longevity, for which I have received a number of grants and other recognitions.

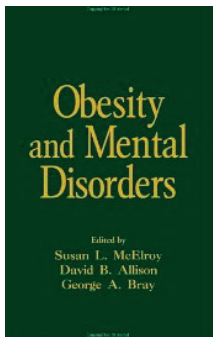


As I have pursued a career in academics, the influence of two particular Hofstra mentors has significantly shaped not only my scientific outlook, but also my approach to helping future researchers whom I am in a position to guide to develop the tools they need to produce reliable and useful evidence. Although his words occasionally frustrated me at the time, over the years I have found myself often repeating the major motto of the



late Harold E. Yuker, PhD: "Show me the data." This challenge to defend cherished beliefs with empirical support sometimes distresses the young scientists I advise — as well as some senior colleagues in the field — but Dr. Yuker's wisdom in always striving for a deeper curiosity, a deeper understanding, and a sound evidential basis for stated beliefs is of great value. In addition, Bernard Gorman, PhD — whom I continued to interact with on many papers and projects over the years — has greatly inspired me with his freeing spirit of simply getting an idea and then having fun with it. Seeing where research might lead without initially getting too bogged down in details that can actually stifle discovery is an incredibly liberating approach, which I use in my research program and try to pass down to my mentorees who have never had the privilege of meeting Dr. Gorman in person.

I have been further encouraged in carrying on this important commitment to mentoring by such awards as the 2006 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring (PAESMEM), administered by the National Science Foundation, and conferred by President George W. Bush in the Oval Office,



as well as the 2013 Dannon Institute Mentorship Award. But perhaps most important, my wife, Beth (who earned a PhD in applied psychology), and I have shared a mutual love of science with our three children:

Sasha (13), Liam (10), and Rachel (8), through many science fair projects, specimen-collection trips to woodlands and wetlands, museum visits, and the fun of wonder. Of course, I sometimes have to tolerate my son asking me when I make some statement, "Dad, what is your evidential basis for that belief?" but I smile and think of Professor Yucker.

BEHAVIORAL TREATMENT FOR DEPRESSION

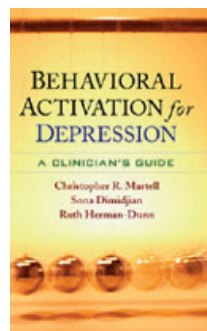
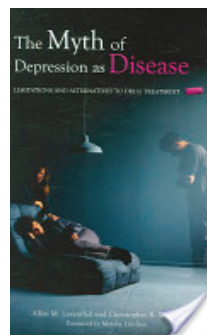
By Christopher Martell, PhD, '88



After 23 years in a group private practice in Seattle doing supervision, writing, training and research consulting "on the side," I have moved to Milwaukee, Wisconsin, where I am a Clinical Associate Professor in the Department of Psychology

at the University of Wisconsin – Milwaukee (UWM), and run a consulting business, Martell Behavioral Activation Research Consulting (MBARC). I say that I've "moved" to rather than that I've "settled" in Milwaukee, because currently my behavioral activation consulting is taking me monthly to Oxford University where I'm working with the Centre for Research on Dissemination at Oxford (CREDO). I do like my new life here in Wisconsin, and am enjoying the UWM community where I co-lead a behavioral activation supervision team, and am teaching ethics and professional practice this fall. I have also just completed writing two books; one with Chris and Art Nezu on specialty practice in cognitive-behavioral psychology and another with an international team of authors, including JoAnne Dahl, Ian Stewart and Jonathan Kaplan, on a Relational Frame Theory/ACT perspective on intimate relationships. I was the second and third author on those books, respectively; and was invited to work on the RFT book as the expert on same-sex couples and sexual minorities rather than as an RFT/ACT expert. Finally, my colleagues from Seattle Children's Hospital and I are completing our manual on behavioral activation for depressed adolescents, which is under contract to be published soon.

The two books that are featured in this article originated from very different circumstances. After writing a relatively



popular book on behavioral activation with my colleagues Michael Addis and the late Neil Jacobson, I was introduced by my colleague Dr. Marsha Linehan to her friend and colleague Allan Leventhal who was interested in writing a book about the over prescribing of antidepressant medication. Allan's experience was in the area of anxiety disorders and he was looking to write with someone who had expertise in depression. Together we wrote *The Myth of Depression as a Disease: Limitations and Alternatives to Drug Treatment*, and Marsha was kind enough to provide the foreword for us. The other book featured here, *Behavioral Activation for Depression: A Clinician's Guide*, came from a recognized need for a less theoretical and more practical book on BA. My co-authors, Sona Dimidjian

and Ruth Herman-Dunn, and I wanted to provide guidance to clinicians using BA, which is a functional analytic, individualized treatment; so that they could conduct the treatment with fidelity and not drift to other strategies despite the lack of a session-by-session protocol. We identified the 10 principles of BA around which the book is organized. This 2010 clinician's guide has now been translated into Swedish and Spanish. Earlier books of mine have also been translated into multiple languages, which is a great affirmation that my work is seen as useful to people in many different parts of the world.

I remain grateful for my training in evidence-based treatment that I received so many years ago at Hofstra. Whether focusing on clinical work, schools, or pursuing more scholarly or academic endeavors, we can make a difference.

ACCEPTANCE AND COMMITMENT THERAPY IN PRACTICE

By DJ Moran, PhD, '98

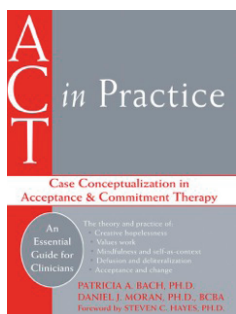


I'd prefer my biography to reflect the most vital and meaningful things in my life, so I should prioritize writing about my family, friends and love for heavy metal. Alas, this is a professional biography, so it is more appropriate to focus

on the fact that I am the founder of the MidAmerican Psychological Institute, a thriving behavior therapy clinic in Chicagoland. I am also the founder of Pickslyde Consulting, an organization aimed at using evidence-based applications to improve performance and wellness in the workplace.

I earned a PhD from Hofstra in 1998. My professors provided a great foundation for my interest in applying behavioral science to a broad number of domains, and I have published in the areas of basic science, education, clinical work, leadership and safety.

In the clinical domain, I co-authored a book titled *ACT in Practice: Case Conceptualization in Acceptance and Commitment Therapy* with my colleague Patty Bach. She and I provided peer-supervision for each other throughout the mid-2000s, and we decided it might be useful for us to record our insights to help other clinicians learn how to apply ACT to their clients. She and I were part of the ACT community since 1994, and realized the published ACT material at that time was fairly esoteric, so we aimed to demystify the ideas and make it practical.



ACT in Practice provides engaging case studies highlighting the application of the six processes of the Acceptance and Commitment Therapy model. In addition to chapters on acceptance, defusion, self-as-context, values, mindfulness, and committed action, we discuss assessment, functional

analysis, and Relational Frame Theory. While writing it, I was in charge of reinventing a non-profit community

"My professors provided a great foundation for my interest in applying behavioral science to a broad number of domains ..."

mental health network, and training dozens of eclectic clinicians about evidence-based practices. I used my teaching materials for that endeavor as the foundation for *ACT in Practice*, and aimed to use an accessible and interesting writing style so people without a behavior therapy background could learn how to become a solid clinician.

In May 2013, I published a book titled *Building Safety Commitment* in an effort to help front-line workers improve their safety by learning about mindfulness and values-based motivation. Over the last several years, I've had the opportunity to bring ACTraining to companies around the world in order to improve safety practices and accelerate leadership skills. *Building Safety Commitment* provides details about my safety workshops. More important, it summarizes ACT in a way that is understandable for the public. The book aims to create an interesting experiential learning experience for the reader, while improving his or her own dedication to behaving safely on the job. I worked many blue-collar jobs while putting myself through Hofstra, and tried to use language that would be accessible for the lay public. It's the kind of book that you can give to the people in your family who work in labor unions or construction companies to get a better feel for the usefulness of psychology interventions in everyday life.

SPORTS PSYCHOLOGY/ACT & ANGER

By Frank Gardner, PhD, '80

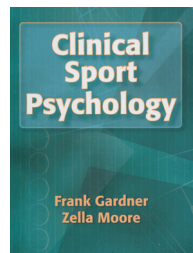
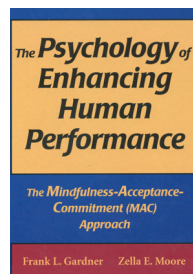
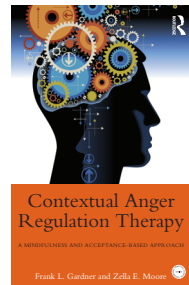
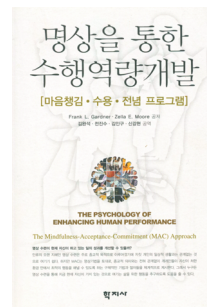


I currently live in New York City with my wife and newborn son, and I serve as professor and chair, Department of Advanced Studies in Psychology, and director of the PsyD. Program in School and Clinical Psychology at Kean University in Union,

New Jersey. I am board certified in clinical psychology by the American Board of Professional Psychology, and have more than 30 years of experience as a practicing

"Together, these achievements were certainly the result of the excellent education and training I received at Hofstra."

clinical psychologist, specializing in the evidence-based psychological treatment of anger and violence, mood disorders, anxiety disorders and interventions for performance enhancement. As a professor, supervisor and mentor, I teach doctoral courses in Mechanisms of Change, Evidence-based Treatment, and Advanced CBT, among several others. My specialties are both distinct and yet overlapping in their foundational constructs. As for work in the area of clinical anger and violence, I have founded two successful centers for the treatment and study of anger and violence in the United States, and I am co-developer of Contextual Anger Regulation Therapy (CART) along with Dr. Zella Moore. This has just led to our published book



titled *Contextual Anger Regulation Therapy: A Mindfulness and Acceptance-based Approach* (2013). Along a different line, I have enjoyed a fulfilling career as a psychologist for numerous professional sport organizations in Major League Baseball, the National Basketball Association, and the National Hockey League, along with seeing private clients from various professional and Olympic sports. In the performance realm, Zella Moore and I co-developed the Mindfulness-Acceptance-Commitment (MAC) approach to performance enhancement, leading to the publication of our text titled *The Psychology of Enhancing Human Performance: The Mindfulness-Acceptance-Commitment (MAC) Approach*, in 2007. This text was subsequently translated and re-published in Korean, which we found to be so exciting! Likewise, our first published text in the sport psychology milieu was *Clinical Sport Psychology* in 2006, which was the impetus for the creation of a peer-reviewed scientific journal similarly titled the *Journal of Clinical Sport Psychology* (JCS), for which I have served as the founding editor-in-chief since its inception in 2007. Finally, I study constructs such as emotion regulation/dysregulation and experiential avoidance, which are certainly at the core of all of my aforementioned interests and professional activities. Together, these achievements were certainly the result of the excellent education and training I received at Hofstra. When I think back about how Hofstra shaped me, I think of the program's influence upon both me as a professional, and me as a person. My commitment to evidence-based practice, and drive to advance the scientific discipline, are products of my years at Hofstra and the influential mentors who I will never forget.

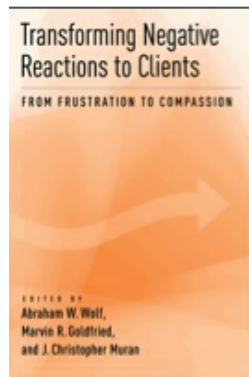
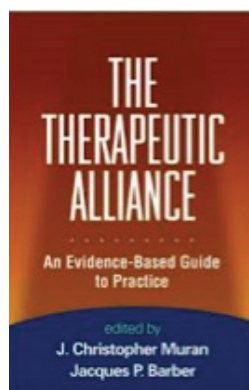
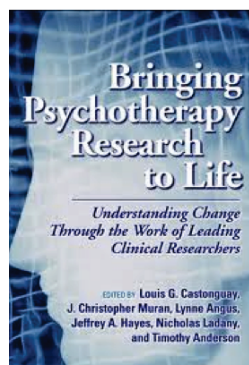
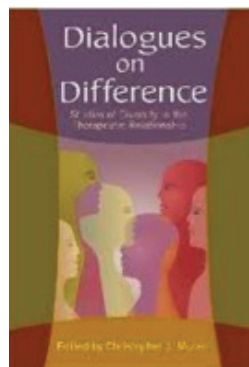
EXPLORING THE PSYCHOTHERAPEUTIC RELATIONSHIP

By J. Christopher Muran, PhD, '89



Friedrich Nietzsche once argued that “all philosophy is autobiography.” I think my career in clinical psychology exemplifies this. My parents introduced me in my youth to multiple cultures and various languages, which sowed

the seeds to my professional interest in two particular theories of reality. One concerns plurality and refers to the recognition that there is no single but rather a **plurality** of theories with truth claims and there is no single method but multiple methods to determine the truth value of a theory. The other theory concerns **contextualism**: the recognition that all truth claims are intelligible only within a specific time and place. These theories promote a relational view of the self – whether in terms of a self relating to multiple selves within a given individual or a self relating to another in an interpersonal encounter. I have also been situated in and shaped by many other contexts: For example, I entered the field of psychotherapy in the mid-1980s, during a time when the various traditions were undergoing what could be described as a “relational” turn. The two theories I have cited, while not necessarily new, have been particularly associated with this turn and especially developed during this period. In this context, my professional training began in CBT at Hofstra University, and included fellowship training at the Institute for RET in New York City and in the Cognitive Therapy Unit, at the Clarke Institute of Psychiatry, University of Toronto. The CBT to which I was introduced was already colored by various relational reformulations. However, because of my theoretical interest in and empirical study of the self and the therapeutic relationship, I pursued psychoanalytic training at New York University Postdoctoral Program, where I was introduced to contemporary relational psychoanalysis. In addition to (or maybe despite) these clinical training experiences, I have also remained committed to the study of change and have been an active member of the Society for Psychotherapy Research, directing a psychotherapy research program at Beth Israel Medical Center in New York. To this day, I remain equally



committed to all these communities, and so in a sense, my professional identity is multicultural. I am currently at the Derner Institute for Advanced Psychological Studies, Adelphi University, where I try to subversively undermine what seem to me to be arbitrary boundaries.

Dr. Muran is Associate Dean and Professor at the Derner Institute for Advanced Psychological Studies, and Director, Psychotherapy Research Program, Beth Israel Medical Center. His research, supported by NIMH and presented at national & international forums, has concentrated on developing intervention and training models with regard to the therapeutic alliance and treatment impasse. His numerous publications include the books *The Therapeutic Alliance in Brief Psychotherapy* (with Safran), *Negotiating the Therapeutic Alliance* (with Safran), *Self-Relations in the Psychotherapy Process*, *Dialogues on Difference: Diversity Studies of the Therapeutic Relationship*, *Therapeutic Alliance: An Evidence-Based Guide to Practice* (with Barber), *Bringing Psychotherapy Research to Life* (with Castonguay et al.), and *Transforming Negative Reactions to Clients* (with Wolf & Goldfried). He is also a fellow of APA, on the editorial board for *JCCP*, and editor of *Psychotherapy Research*.

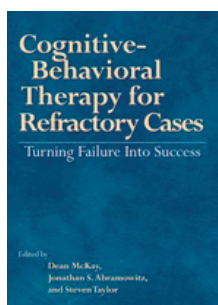
OCD, DISGUST, AND OTHER ANXIETY DISORDERS: TREATMENT & RESEARCH

By Dean McKay, PhD, '93

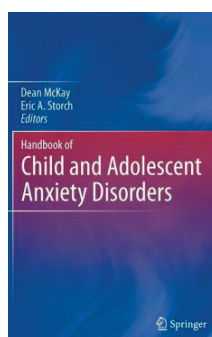
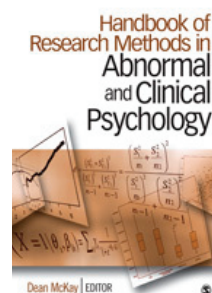
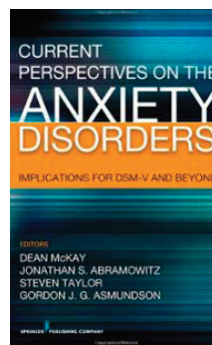


Almost immediately after earning my doctorate at Hofstra, I faced a professional crisis when I found myself in a setting that seemingly did not value a scientifically-informed approach to practice. After spending my formative professional training years in a department that

valued the theory-evidence-practice triad, and internship in a clinic that lived up to the scientist-practitioner ethos, my first foray into a New York-area clinical setting was truly a shock. More shocking was my growing realization that the limited scientific focus in clinical settings was the norm, not the exception. So shocking was it that I almost bolted from the field to change careers. While trying to recover from this professional identity crisis, I decided to give clinical psychology one more chance, this time by seeking out a setting where I felt I might have a greater impact. This brief stint in a community hospital led to the academic job search that resulted in my current university appointment, and a high level of professional satisfaction. The reminder of my short time in a setting where science took a back seat to a supposed emphasis on "treatment now with what feels right, damn the evidence" has inspired my continued focus on bringing empirically informed approaches to the doctoral students in my lab and courses. This mindset comes from being effectively "hard-wired" to think this way as a result of the strong scientifically-informed approach to clinical theory and practice I was so fortunate to receive at Hofstra.



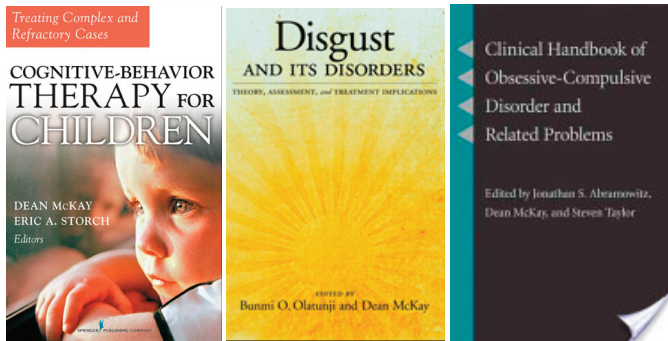
Editing books has been a very rewarding professional experience. The motivations for the works I've edited over the years have been from a few different sources. The earliest edited book, on research methods in abnormal and clinical psychology, was invited and one I came to view as an important opportunity to delve into a wide range of approaches that



were less familiar to me. Some of the texts I've edited were extensions of articles and represented opportunities to collaborate with colleagues who happen to also be close friends. This is especially the case with the edited books on OCD, as these came on the heels of the development of a series of academic journal publications with the same colleagues, Steve Taylor of University of British Columbia and Jon Abramowitz of UNC-Chapel Hill, two close colleagues with whom I regularly meet for drinks at conferences, and for morning runs at these same venues. One of the edited books we completed, published by Elsevier, was developed in a discussion we had during one of these morning runs. The idea for the edited book I did with them titled *Current Controversies in Anxiety Disorders* (along with Gordon Asmundson of University of Regina) was hatched over drinks at a different conference. Finally, a few texts have been "passion projects" that were in areas that seemed important yet neglected in the literature. My research on disgust, and the edited book in that area, perhaps most clearly illustrates this passion project approach. As I write this, I have three book prospecti under consideration with Wiley, and one co-authored book under consideration with Oxford, all of which are passion projects.

Having the opportunity to edit books, whether ones that come about by necessity with colleagues or are from an interest in exploring an area more fully, have all informed my clinical work, supervision, and training of students. It is my hope that my professional impact, whatever that may

- ◀ be, will be ultimately most felt in clinical settings like the one where I started after I completed my doctorate, where the idea of scientifically-informed



interventions will not be anathema to clinical practice but instead form the basis of intervention.



Edited books:

Thoma, N., & **McKay, D.** (editors, in progress). *Engaging Emotion in Cognitive Behavioral Therapy: Experiential Techniques for Promoting Lasting Change*. New York: Guilford.

Storch, E.A., & **McKay, D.** (editors, in press). *Obsessive compulsive disorder and its spectrum: A Lifespan Approach*. Washington, DC: American Psychological Association.

McKay, D., & Storch, E. (editors, 2013). *Handbook of Assessing Variants and Complications in Anxiety Disorders*. Boston, MA: Springer-Verlag.

Storch, E. & **McKay, D.** (editors, 2013). *Handbook of Treating Variants and Complications in Anxiety Disorders*. Boston, MA: Springer-Verlag.

McKay, D. & Storch, E. (editors, 2011). *Handbook of anxiety disorders in children and adolescents*. Boston, MA: Springer-Verlag.

McKay, D., Abramowitz, J., & Taylor, S. (editors, 2010). *Cognitive-Behavioral Therapy for Refractory Cases: Turning Failure into Success*. Washington, DC: American Psychological Association Press.

McKay, D. & Storch, E. (editors, 2009). *Cognitive behavior therapy for children: Treating complex and refractory cases*. New York: Springer.

McKay, D., Abramowitz, J., Taylor, S., & Asmundson, G.J.G. (editors, 2009). *Current Perspectives on the Anxiety Disorders: Implications for DSM-V and Beyond*. New York: Springer.

Olatunji, B.O. & **McKay, D.** (editors, 2009). *Disgust and its disorders*. Washington, DC: American Psychological Association Press.

McKay, D. (editor, 2008). *Handbook of research methods in abnormal and clinical psychology*. Newbury Park, CA: Sage.

Abramowitz, J., **McKay, D.**, & Taylor, S. (editors, 2008). *Clinical handbook of obsessive-compulsive disorder and related problems*. Baltimore, MD: Johns Hopkins Press.

Abramowitz, J., **McKay, D.**, & Taylor, S. (editors, 2008). *Obsessive-Compulsive Disorder: Subtypes and Spectrum Conditions*. Oxford, UK: Elsevier.

ABCT 2013 IN NASHVILLE, TN



From left to right: Professor Mitchell Schare and alumni Katia Moritz and Dean McKay speaking on an Exposure panel

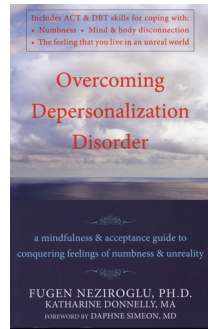
OBSESSIVE COMPULSIVE SPECTRUM, DEPERSONALIZATION, AND SELF-INJURY



Fugen Neziroglu, PhD, '77

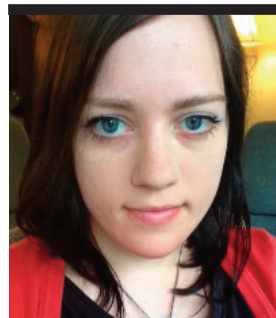
For more than 30 years I've served as executive director of the Bio-Behavioral Institute in Great Neck, NY. Co-founded by myself and Dr. Jose A. Yaryura-Tobias, the Institute has energetically marshaled

the resources and expertise of scores of psychologists, psychiatrists and researchers, all determined to make advances in the treatment of obsessive-compulsive related disorders. It has been very exciting to be able to participate and contribute to the changing landscape of professional attitudes and approaches toward this complex and fascinating spectrum. To this end, I am a proud member of many national and international societies, and serve on the Scientific Advisory Board of the International Obsessive Compulsive Foundation. In 1999 a Bio-Behavioral Institute was established in Buenos Aires, Argentina, bringing cognitive behavioral treatment approaches to a country that is psychoanalytically dominated. While a good portion of my time is devoted to supervising the assistant psychologists and psychology interns, sponsoring doctoral dissertations and conducting research, I've never stopped writing. Scholarly articles, however, are only part of the equation. We sometimes underestimate the necessity and significance of books that are written clearly, in a way that is accessible to non-professionals in search of information that is not only current and relevant, but also has the ability to make a real impact on the lives of those who have various psychological disorders. I first decided to write books on my area of expertise, obsessive-compulsive related disorders, going way back to the publication of my first book in 1980 with my co-author, Dr. Yaryura-Tobias. We published the first book introducing the concept of related disorders and discussed how OCD was related to disorders such as Tourette syndrome, Huntington's Chorea and other infectious diseases, eating disorders, and hypochondriasis. Since then, I have been the author or co-author of 14 books. Each book has always been impelled by a need to fill in



a professional niche or public niche. For example, *Overcoming Body Dysmorphic Disorder* is for both professionals and the general public because it was a disorder that had not been widely discussed, and was subject to so many misconceptions. The impulse to write my most recent book, *Children of Hoarders*, was fueled by the desire to explore the ramifications of a disorder sometimes neglected by clinicians, and so few books had been written on the topic.

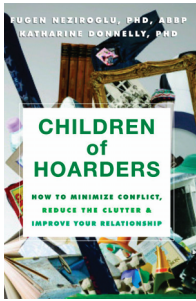
I am so proud to be a part of the Hofstra community all these years. I've happily watched Hofstra grow both in the number of new schools it has opened and its magnificent campus, as it has developed into a highly recognized and respected first-class university. As a former Hofstra undergraduate and graduate student, and current full professor, I am inspired by the ever-increasing number of publications authored by Hofstra alumni.



Katharine Donnelly, PhD, '11

Since graduating in 2011, I've been working full time at the Bio-Behavioral Institute. There, I have been working primarily with obsessive-compulsive related disorders, utilizing behavioral/ACT strategies for treating them. With Fugen

Neziroglu, I have co-authored two patient manuals, and one book chapter. My work with Fugen on several cases of depersonalization disorder prompted our interest in authoring a book exploring acceptance-oriented strategies for treating this poorly understood disorder; the result was *Overcoming Depersonalization Disorder: A Mindfulness and Acceptance Guide to Conquering Feelings of Numbness and Unreality*. We believed that the often-chronic nature of depersonalization disorder and the often-obsessive quality of thoughts/reasoning associated with it especially called for an acceptance-oriented approach for managing symptoms and pursuing valued life areas.



Our work with children and family members of compulsive hoarders prompted our next collaboration: *Children of Hoarders: How to Minimize Conflict, Reduce the Clutter,*

and Improve Your Relationship. In our clinical work, we recognized the need to specifically address the challenges and struggles that children of hoarders experience. This book focuses on establishing boundaries and improving communication between parents and children.

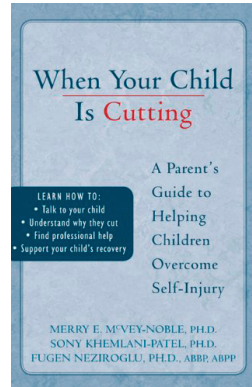


Merry McVey-Noble, PhD, '00

I have been working at Hofstra University's Office of Student Counseling Services as a supervising staff psychologist and maintaining a private practice treating Obsessive Compulsive Spectrum Disorders

for the past six-and-a-half years. Prior to that I had spent exactly six-and-a-half years at the Bio-Behavioral Institute, where I completed my post-doctoral training in Cognitive Behavioral Therapy for Obsessive Compulsive Spectrum disorders and really cut my teeth as a clinician. The decision to leave was very difficult and occurred because I wanted to focus on creating more balance between my work and home life as I grew my family.

Working at Bio-Behavioral Institute was an incredible experience, as I had the opportunity to work with dear friends (I joined three good friends there) and classmates from my doctoral program at Hofstra and under the mentorship of Fugen Neziroglu, who became a dear friend, and who was also a Hofstra alumna. We were treating such interesting, intense cases, working together, providing each other with support and, at times, comic relief. It was essential that we all came from the same theoretical orientation, but it helped that we all came from the same program. Hofstra had provided me (us) with such excellent CBT training, but also with such a sense of connectedness. It was during this time that I began treating adolescents who were self-injuring. My former classmate Sony Khemlani and I worked together on some of these cases, provided each other with support and peer supervision, and attended DBT training together in 2002. In 2006, along with Dr. Neziroglu, our mentor, we co-authored *When Your Child Is Cutting*, a guide for parents of children and adolescents engaged in self-injury. We also published together with our medical director, Dr. Yaryura-Tobias, on obsessive thoughts in children in



Treating Childhood Behavioral and Emotional Problems: A Step-by-Step, Evidence-based Approach (Eisen, ed., 2007).

I left Bio-Behavioral Institute to join the Office of Student Counseling Services at Hofstra University. It has been a very positive step in my life and one that I am grateful to have taken, and remain grateful for every day. I find myself incredibly

stimulated in my role in college student mental health, as it is an exciting, dynamic field. I value the opportunity to work in a supervisory capacity with our doctoral externs, as their enthusiasm renews my energy. I am reminded, daily, of Hofstra's doctoral programs' commitment to promoting the scientist practitioner model in a supportive environment for students that encourages a sense of connectedness (both to faculty and to one another). I have also had the incredible fortune of teaching at Hofstra, in the Department of Psychology, for the past 18 years. Though I began when I was a graduate student and have done several other things during that time, teaching has been the one constant and now indispensable aspect of what I do. For the most part, I have taught undergraduate courses, but this year I have been lucky enough to have started teaching some graduate courses. I hope that I will always teach in some capacity.

I keep saying that I feel lucky for all of the opportunities that I've had at Hofstra, but I guess that's the theme of this bio. Returning to Hofstra has been an exceptional experience. It has also allowed me to find the balance between motherhood, marital bliss, my full-time position at Student Counseling Services, my teaching and my busy private practice (although I attribute the better part of that success and balance to my skilled other half). Hofstra's training prepared me so well for the clinical work that I've done,

◀ and has helped me feel so connected in the various settings that I've been in. Being at this university has afforded me varied and rich opportunities to explore

professionally and to develop personally. I feel very fortunate to have trained at and to still be a part of the training program that we offer.

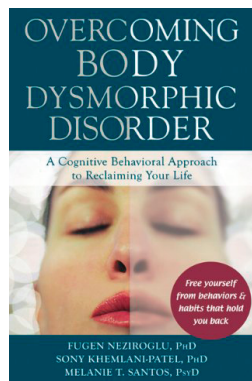


Sony Khemlani, PhD, '01

Since graduating from Hofstra's PhD in Clinical School Psychology Program in 2001, I have been working at the Bio-Behavioral Institute in Great Neck, NY, specializing in the treatment and research of obsessive

compulsive spectrum and anxiety disorders. In addition to direct clinical care, I have the pleasure of supervising clinical externs, participating in ongoing research projects, and doing administrative duties for the Institute. I am also co-founder of OCDNY, serving on the board of directors and as acting secretary. OCDNY is the nonprofit affiliate of the International Obsessive Compulsive Disorder Foundation whose mission is to educate the public and raise awareness about OCD and related disorders.

I have co-authored two books, *When Your Child is Cutting*, a self-help guide for parents of self-injurious teens with two other Hofstra alumni, Dr. Fugen Neziroglu



and Dr. Merry McVey-Noble. The more recently released self-help book *Overcoming Body Dysmorphic Disorder* was co-authored with Dr. Fugen Neziroglu and Dr. Melanie Santos. My interest in body dysmorphic disorder began during graduate training, leading to a doctoral dissertation topic. BDD is a common but under-recognized disorder in the psychological and

psychiatric community. Although publications on the topic have increased in the past few years, there are very few resources for individuals suffering from the disorder. It was hoped that the book would be a comprehensive guide for readers to incorporate a number of techniques into their treatment program, including CBT, ACT, and attentional training. I have been living in New Jersey since 2001 with my husband and two children, aged 9 and 5.

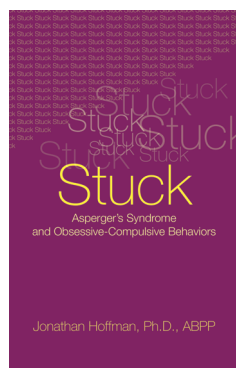
ASPERGER'S AND OBSESSIVE COMPULSIVE DISORDER

By Jonathan Hoffman, PhD, '85



In 2000 I moved to South Florida and subsequently co-founded the NeuroBehavioral Institute (NBI) with Katia Moritz, who also trained at Hofstra. As NBI grew, we have had the opportunity to partner in different enterprises, including Academic Options, an

educational consulting group. We also recently expanded NBI to the state of Utah. Being open to new challenges, having a very strong work ethic, knowing how to translate theory into practice, and disseminating psychological knowledge were all values taught at Hofstra that I have appreciated since I graduated in 1984. One of the benefits that I have enjoyed via presenting at many conferences is observing how many Hofstra alumni and faculty contribute to the field – from research to leadership.



Of course, getting the chance to see friends and colleagues that I met at Hofstra is another bonus.

The book highlighted in this article is *Stuck: Asperger's Syndrome and Obsessive-Compulsive Behaviors*. I was fortunate enough to work with Fugen Neziroglu early in my career and develop my understanding and skills regarding neurobiological disorders,

especially the OCD spectrum. During an association with the Dan Marino Center, Miami Children's Hospital, I became interested in how obsessive-compulsive behaviors were such an obstacle to the treatment of Autism Spectrum Disorders yet were seldom addressed systematically with

- ◀ evidence-based psychological treatments. There were very few resources available that specifically focused on this problem in Asperger's syndrome, which became the impetus for writing a book that could help a wide range of readers. I am currently working on another book pertaining to OCD.

Attending Hofstra afforded me the education and perspectives necessary for creating a career in psychology that is still interesting and evolving. It's great to know that the program continues to provide similar opportunities for current students.

ANXIETY MANAGEMENT FOR CHILDREN WITH SPECIAL NEEDS

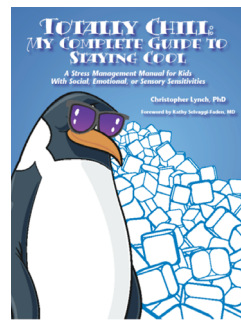
By Chris Lynch, PhD, '93



Much of my career path has reflected a melding of two areas for which Hofstra provided me with a firm foundation: 1) The practice of Cognitive-Behavioral Therapy and 2) An understanding of human psychology within a developmental context.

The combination of these areas has contributed to my interest in adapting cognitive-behavioral therapy for persons with developmental needs. The timeline of my path is laid out below.

After a little excusable "drifting" and getting through the horror that is the New Jersey State Licensing Exam, I landed a position within Morristown Memorial Hospital through the Developmental Disabilities Center. This center provides comprehensive and integrated care for adults with various developmental needs. Through my work at this center, I became interested in adapting standard CBT techniques and principles to persons with intellectual disabilities. The premises and basic techniques were the same as for anyone else. However, I had to modify therapy in a way that accounted for delays or impairments in such areas as memory, attention, abstract thinking, language and reasoning. It was gratifying knowing that there were ways to help persons with intellectual disabilities to share their emotional lives in a way that facilitated coping and positive change. I enjoyed this work immensely but then ... "the pipes, the pipes they were a calling."



My family and I pulled up stakes and relocated to Ireland. It was in Ireland where I began to work exclusively with children – particularly with children on the autism spectrum. Through this work, the impact of anxiety on functioning in autism became quite apparent. This led to the development of *Totally Chill: My Complete Guide to Staying Cool*

(AAPC Publishing/also available through Amazon). This is a stress and anxiety management workbook specifically designed for children with neurodevelopmental needs such as Autism Spectrum Disorders and ADHD. The book guides the reader through standard cognitive-behavioral techniques; however, it emphasizes issues that tend to impact children with developmental needs (e.g., sensory regulation difficulties, social skill challenges, difficulty coping with change and transition, etc.)

We have since returned from Ireland (with one Irish souvenir: our third child). I am currently director of pediatric behavioral medicine within Goryeb Children's Hospital in Morristown, New Jersey. I continue to work with children who have neurodevelopmental needs, but I am also responsible for coordination of services for children who have chronic medical conditions. Every day I apply the training that I received from Hofstra. It is truly both a challenge and a joy to adapt this training in a way that makes CBT accessible, appealing and effective for people with developmental challenges or differences.

OCD TREATMENT FOR CHILDREN

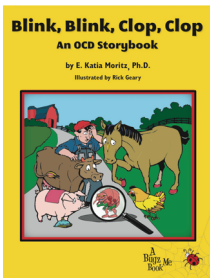
By Katia Moritz, PhD, '98



I am the Clinical Director of the NeuroBehavioral Institute (NBI) and a psychoeducational liaison for Academic Options, located in Weston, Florida. I am a licensed psychologist in the states of Florida and Utah and am board certified in Cognitive and

Behavioral Psychology. I earned a PhD in clinical and school psychology from Hofstra University.

Together with Dr. Jonathan Hoffman (a Hofstra alumnus), I co-founded the NeuroBehavioral Institute, where my work involves coordinating and treating patients and their families, supervising clinicians and post-doctoral residents, and working with patients undergoing intensive outpatient treatment. In 2013 I relocated to develop the NBI program in the state of Utah.



I am the author of *Blink, Blink, Clop, Clop: An OCD Story Book* – both English and Spanish versions. I developed this children's book because of my understanding that Obsessive Compulsive Disorder (OCD) is not an easy concept to explain to young children. *Blink, Blink, Clop, Clop*

was written to give parents and professionals an entry into talking with children about OCD, a complex and usually progressive neurobiological disorder. Children can relate their own experiences to those of Henrietta, Daisy, Snort and Biscuit, a group of farm animals who have obsessive thoughts and compulsions that turn out to be caused by a bullying and mischievous insect named OCFlea. OCFlea represents the intrusive and worrying voice that often troubles children with OCD. The use of this character makes this complex condition understandable and provides something more tangible for children and their families to fight back against. Without understanding what is happening to them, children with OCD often suffer from difficult feelings like guilt, depression, frustration or anger.

"The film is about the millions of people who struggle with undiagnosed illnesses and rare diseases, not knowing what to do or where to turn ..."

The story incorporates the understanding of key concepts of Cognitive Behavioral interventions, such as exposure and response prevention, in a format that children can understand and possibly incorporate into their treatment and ultimately into their lives.

As the story progresses, the animals come to realize that they are more powerful than the OCFlea. *Blink, Blink, Clop, Clop* can help children begin the important journey to understanding their own symptoms and empower children to face their OCD just like the brave animals did.

In addition to my development of the new program in Utah, I am currently creating and hosting a documentary titled *Undiagnosed*. The film is about the millions of people who struggle with undiagnosed illnesses and rare diseases, not knowing what to do or where to turn. The film aspires to bring objectivity to this controversial and timely subject by interviewing doctors, medical administrators, and people, both children and adults, who have the misfortune of suffering without a diagnosis. Research and professional opinions combine with gripping stories into an incredible narrative that showcases the strength of the human spirit and the need for change in our medical system.

ANGER MANAGEMENT FOR CHILDREN

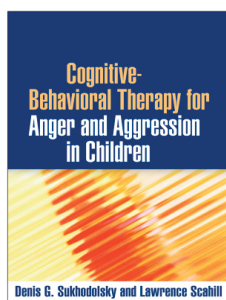
By Denis Sukholdolsky, PhD, '97



I am an assistant professor at the Yale University School of Medicine, Child Study Center. My work concerns clinical research on the efficacy and mechanisms of cognitive and behavioral treatments for children with neurodevelopmental disorders, including Tourette syndrome, autism, anxiety, and disruptive behavior disorders. I received a PhD in combined clinical and school psychology from Hofstra University in 1997 where I was fortunate to be mentored by Dr. Howard Kassinove. Then, I stayed to

"I first became interested in CBT for anger and aggression during my PhD training at Hofstra University."

work at the Psychology Department at Hofstra for three years in a full-time faculty position that included teaching, research and clinical work. After that I moved to Yale in 2000 for a postdoctoral research fellowship in childhood neuropsychiatric disorders and, subsequently, joined the Yale faculty in 2003. Funded with an award from the Tourette Syndrome Association, I served as a principal investigator on the first randomized study of cognitive behavior therapy for adolescents with Tourette syndrome complicated by disruptive behavior. With the support of my K01 career development award from the NIMH, I am currently conducting a study of habit reversal training, a behavior therapy for tics. I have also served as a co-investigator in the Autism Network study of risperidone with or without parent management training in children with autism and aggression. During the past two years, I have been conducting clinical research aimed at adapting CBT for children and adolescents with autism. As a licensed psychologist, I work with children and



their families at the Yale Tourette Syndrome/OCD specialty clinic. I also teach a weekly seminar on CBT to child psychiatry, psychology and clinical social work fellows at the Yale Child Study Center.

Our book on CBT for anger and aggression in children published by Guilford Press in 2012 has evolved

during more than 15 years of research and clinical practice. I first became interested in CBT for anger and aggression during my PhD training at Hofstra University. During my school psychology internship I conducted a randomized study of anger control training in elementary school children. My dissertation was a meta-analysis of 40 studies of CBT for anger and aggression in children and adolescents. This meta-analysis revealed that treatments with greater emphasis on behavioral techniques such as modeling and role-playing produced greater reduction of aggressive behavior. By contrast, treatments with greater emphasis on cognitive restructuring led to greater improvements in social information processing deficits associated with aggression. Based on this finding, my colleagues at the Hofstra Psychological Evaluation and Research Center (PERC) conducted a dismantling study that compared behavioral practice to cognitive restructuring components of CBT in a sample of 26 children with disruptive behavior. At Yale, my research has been focused on treatment of disruptive behavior in children with Tourette syndrome, OCD and autism. For example, Tourette syndrome is diagnosed based on chronic motor and vocal tics but it also co-occurs with explosive anger in up to 50 percent of children. However, there has been little effort to apply behavioral interventions developed for children with disruptive behavior disorders in the TS population. To address this gap, I conducted a randomized controlled study of CBT for anger control in adolescents with TS and disruptive behavior. Our book includes a detailed treatment manual that has been developed and tested in these studies. The manual also contains illustrated handouts for participants and detailed description of assessment and treatment fidelity procedures. We hope that it will be a useful resource for PhD candidates as they learn about CBT as well as practicing psychologists who work with children.

UNDERSTANDING AND TREATING ANGER

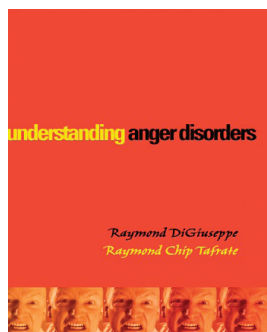
By Raymond Chip Tafrate, PhD, '95



Having graduated from the Combined Clinical and School Psychology Doctoral Program at Hofstra University in 1995, and following a short stint as a full-time clinician, my career landed firmly in academia.

Currently, I am a full-time

professor and serve as the chairperson of the Criminology and Criminal Justice Department at Central Connecticut State University. Early work with Howard Kassinove in the 1990s, and a dissertation on the topic of anger, set the stage for a professional focus on adults with anger and externalizing behavior problems. Although my work is now primarily related to justice-involved individuals, I still maintain a professional identity as a clinical psychologist: state licensure, serve as co-chair of the Criminal Justice Special Interest Group for ABCT, and membership in the Motivational Interviewing Network of Trainers. The clinical and research skills developed at Hofstra have also been valuable in my consulting and training practice focused on adolescents and adults with difficult-to-change problems such as alcohol and drug dependence, family violence and persistent criminal behavior. Most of my published work has been related to clinical strategies for engaging, assessing

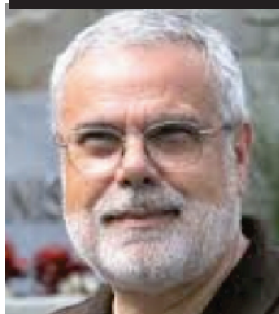


and treating clients with anger problems; has appeared in scientific journals, books and demonstration DVDs for practitioners; and been presented throughout North America, Europe and Australia.

To this day, I still work on projects with mentors I met in the doctoral program at Hofstra, including

Howard Kassinove and Ray DiGiuseppe. The most recent book, *Forensic CBT: A Handbook for Clinical Practice* (to be released in 2013, Wiley), is an edited collection that represents one of the first authoritative and comprehensive resources on the utilization of CBT strategies and techniques for justice-involved clients. Chapters focus on the treatment of antisocial personality patterns as well as anger, interpersonal violence, substance abuse and sexual aggression. Other recent projects include the *Anger Regulation and Expression Scale for Youth* (Multi-Health Systems, 2010); *Anger Management for Everyone: Seven Proven Ways to Control Anger and Live a Happier Life* (Impact Publishers, 2009); and *Understanding Anger Disorders* (Oxford University Press, 2006). My best advice for future Hofstra graduates it is to be open to understudied areas of psychology and to let yourself be guided by your own intellectual curiosity.

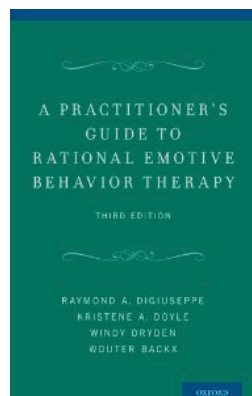
RATIONAL EMOTIVE BEHAVIOR THERAPY



Ray DiGiuseppe, PhD, '75

I am currently working on learning the connection between anger and aggression. People believe that anger is a trigger for aggression, but most anger episodes do not lead to aggression. We need to know

what mediating factors differentiate anger non-aggression episodes from anger-aggression episodes. We have done



one study and have some good hypotheses that we want to test. I also have returned to studying the nature and structure of rational and irrational beliefs (RIBS) and their influence on disturbance. I think we can show a stronger relation between these beliefs to disturbance if we assess IBs more closely associated with specific disorders and clinical

"It was a great experience for me and prepared me for the things I have done since. I am very grateful for the opportunities Hofstra gave me."

problems. I also want to design research that compares the influence of RIBS against other models. I have noticed a practice amongst us. We test the models to which we have allegiance and do not compare them to other theoretical models. When I was at Hofstra, Harold Yuker always stressed in his courses that good research compares more than one theory. In such studies, whatever your results, they have meaning. I have tried to develop studies that compare the effect of RIBS against negative automatic thoughts, criminogenic thinking, and ACT's experiential avoidance.

The first edition of this book was published in 1980 and then was revised in 1992. The 1992 edition did not have many changes. The book sold very well despite its age, and Oxford asked me to organize a third edition. I agreed to do this because REBT has changed in the last 30 years, and I had changed a lot also. The model is much more integrative with common factors, other cognitive theories, and behavioral interventions. When we started to revise the book I hated the second edition. It was so polemic and over-confident. I worked diligently to get it done because I hated the second edition so much I wanted to get it off the shelves. Please burn your copy of the old edition and get the new one. I think psychotherapy is a more unified field now than it was 30 years ago. Whatever model you think you want to follow, there are more empirically demonstrated and trans-theoretical principles that need to be included in all models. For example, the new edition spends a lot of time explaining how to use the research on the therapeutic alliance and the stages and processes of change models in to REBT. We could do this and still be true to the work of Al Ellis. If you go back to his early writings in the 1950s, he was very much an integrationist and included many different techniques in his therapy.

Although I have not been at Hofstra for many years, I still use the things that Harold, Julia and Howie taught me. It was a great experience for me and prepared me for the things I have done since. I am very grateful for the opportunities Hofstra gave me.



Kristene Doyle, PhD, '99

I am currently director of the Albert Ellis Institute (AEI). I started at AEI as a fourth-year intern and never left. I studied under close mentorship of Dr. Albert Ellis and then began working for him. I remember a comment Howie made when Al was giving a talk

at Hofstra. Howie said to Al: "Al, we made Kristene a good therapist." Al didn't skip a beat with his response: "No, you taught her psychology, I made her a good therapist." Not to be Switzerland here, but I credit Hofstra and Al for my success.

In addition to training and supervising AEI's fellows and staff therapists, I also am fortunate to conduct workshops and professional trainings throughout the world. I have trained

mental health professionals on five continents. My clinical and research interests focus on eating disorders. I remember approaching Dr. Schare about doing some research with eating disorders and caffeine. He looked at me like I was crazy, but eventually he caved. My dissertation was on this topic, and Dr. Scardapane never missed an opportunity to make fun of me running throughout PERC with two liters of Diet Coke.

In 2011 Ray DiGiuseppe asked me about helping to write the third edition of *A Practitioner's Guide to Rational Emotive Behavior Therapy*. Who could turn down that offer? The last edition was from 1992, and desperately needed to be updated with current research, theory and references. So for the next year and a half, Ray and I spent weeks together at his kitchen table writing and writing. I did learn one lesson from this experience: Never, ever work with three men on a project. Herding cats is easier than that.

- ◀ I also recently became co-editor of *The Journal of Rational-Emotive & Cognitive-Behavior Therapy*, along with Ray and Daniel David from Romania. I serve as the external examiner for the MSc in Rational Emotive Behaviour Therapy at Goldsmiths, University of London.

For the past 14 years, in my spare time, I am an adjunct professor at St. John's University in both the Clinical Psychology and School Psychology Doctoral Programs. I also serve on the board of directors for The Institute of General

Semantics, am a member of the New York City Department of Health & Mental Hygiene Medical Reserves Corps, and served as membership issues coordinator and ambassador for ABCT.

Some exciting news from AEI ... After 45 years in the townhouse on 65th Street in Manhattan, the Institute has relocated to Midtown. This summer I had the (dis)pleasure of cleaning out the Institute, which made *Hoarders*, *Buried Alive* look like the bedroom of Felix Unger of *The Odd Couple*. We now are on one floor of a medical building. We have a lecture hall to enable us continue with trainings and Friday Night Live. I welcome you all to stop by for a visit!

DISSERTATION AND RESEARCH

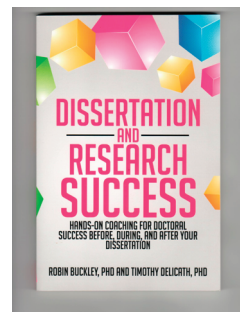
By Robin Buckley, PhD, '01



I finally graduated from Hofstra's PhD program in Clinical and School Psychology in 2001. Why do I say "finally"? Because I was not one of those doctoral students to finish my course work and then promptly complete my dissertation. Instead, I was

one of those doctoral students who lost motivation after my classes ended and dragged my feet when it came to finishing my dissertation. I made very typical "timeline" types of mistakes when it came to completing my dissertation and as time went on, I began to seriously consider the option of ABD. Thankfully that didn't happen, but my experiences motivated me to work with doctoral students to help guide them through the labyrinth of the dissertation experience. I have worked with doctoral students in traditional and online programs for more than years, and recently began work as a full-time dissertation chair for Northcentral University. This new position aligns with my private practice, working as an executive and dissertation coach, to help leaders and doctoral students accomplish their goals.

So why *Dissertation and Research Success: Hands-on coaching for doctoral success before, during and after your dissertation*? I wanted to offer doctoral students, or anyone interested in conducting research, a simple,



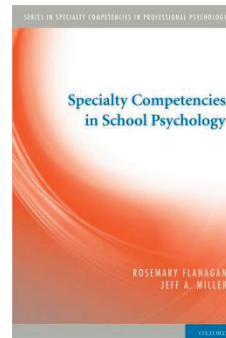
easy-to-maneuver guide. I brought together a team of expert doctoral faculty who, like me, are dedicated to helping students succeed. Each author offered his or her own expertise and style to the various chapters. The book is organized in a conversational way, as if the authors are sitting across from the readers speaking directly to them (because,

honestly, don't doctoral students have enough scholarly texts to read?). In addition, it incorporates practical activities and exercises to support the discussions. The book considers the dissertation experience from initial topic identification to what to do with the research after the oral defense. But the most significant difference about the book is that it takes into consideration the reader as a person. From the tone of the writing to the appreciation of the sacrifices made during the doctoral work, the book acknowledges the highs and lows of working on your dissertation. I developed this book with the hope that it would help any doctoral student, particularly in those moments of frustration that seem insurmountable. Ideally, my goal for the book was to offer a personalized resource to the readers to keep on their bookshelves and use when needed to answer questions, stay motivated and ultimately, accomplish one of their greatest goals – their doctoral degrees.

SCHOOL PSYCHOLOGY

Rosemary Flanagan, PhD, '86

I am currently an associate professor in the School Psychology Program at Touro College in New York. My career began as a practicing school psychologist on Long Island. A private practice that is still in existence soon followed. Interested in trying new things, serving as adjunct faculty also happened. To that end, that part of my career began at Hofstra, teaching undergraduates. Then there was some supervision in PERC. But it was an opportunity to teach graduate students in a school psychology program that began a process of moving away from school-based employment to academia. I taught as an adjunct for 10 years at St. John's, where I needed to stay current and was able develop professional interests. During that time, I tried my hand at publishing journal articles and had some success, also realizing that I liked to write about professional psychology. Once I was reasonably certain that I could leave a tenured position in the schools and be successful in



academia, finding a position that did not require a move became important. The opportunity to start and direct the school psychology program at Adelphi University was my first position in academia. A number of articles were written over those years. Because the real interest was in research and publication, however, the opportunity

at Touro College was more attractive, as the expectations have not included directing the program.

Facilitating the successful move to academia was the activity in professional associations because this afforded me the opportunity to meet colleagues in academia and learn things and make connections that would ultimately help.



Eva Levine, PhD, '03

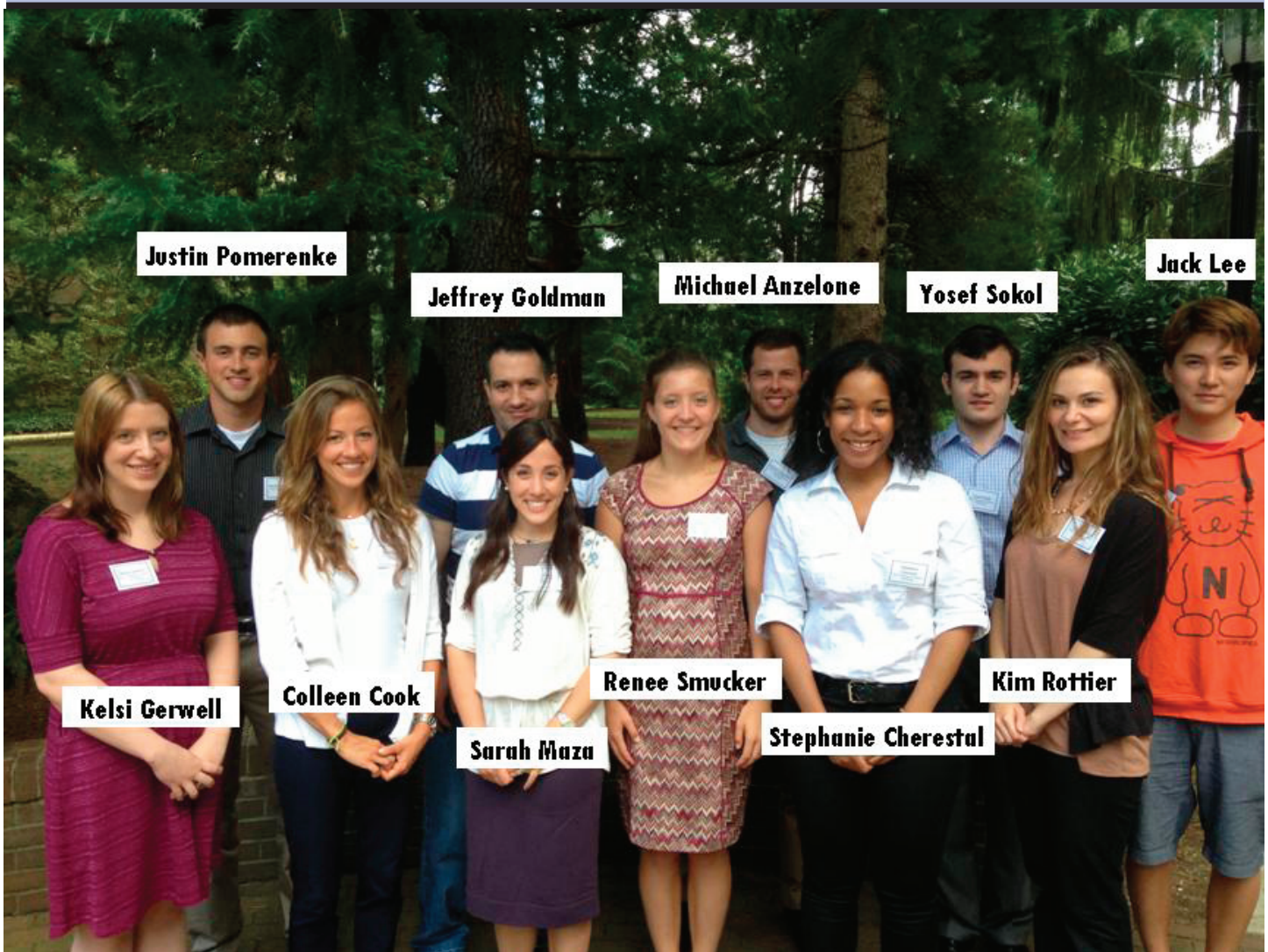
I am currently a consulting psychologist in independent practice in New York City, where I provide design cognitive-behavioral interventions for children, adolescents and adults. Previous positions I have held

include serving on the faculty of Weill Medical College, where I facilitated a grant-funded study looking at ADHD diagnosis and treatment in primary care settings; the NYU Child Study Center, where I was a researcher and clinician for both the School-Based Intervention Team and the Institute for Trauma and Resilience; and at the New York City Health and Hospitals Corporation, where I worked as a pediatric psychologist. I have also served on the adjunct faculties of Iona College, Adelphi University and Hofstra University, and was a co-guest editor for a special issue of *Psychology in the Schools* on the use of cognitive behavioral therapy in school settings. I am co-editing the forthcoming volume: *A Practical Guide to Cognitive Behavior Therapy in the Schools*, to be

"It was the rigorous clinical guidance and evidence-based emphasis of my training at Hofstra that has allowed me to pursue such a challenging and diverse career path ..."

published by Springer. It was the rigorous clinical guidance and evidence-based emphasis of my training at Hofstra that has allowed me to pursue such a challenging and diverse career path, and I remain grateful to the Hofstra program for providing me with the skills to participate in these exciting clinical and academic activities.

WELCOME TO THE INCOMING CLASS OF 2013!



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If you have any suggestions or ideas for future *Intermittent Reinforcement* articles, or are interested in writing an article, please contact Ms. Joan Connors at **Joan.Connors@hofstra.edu**.

If you have recently moved and would like to provide your current address, or if you have information regarding the address of a fellow alumnus, please return the form below to Ms. Joan Connors at Hauser Hall, 135 Hofstra University, Hempstead, NY 11549-1350, or email **Joan.Connors@hofstra.edu**.

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