



INTERNS & GRADUATES

Please join us in congratulating our students on internship. Joey Tan is at the Salem VA and Erin Maresh is at the Minneapolis VA. Marlen Gonzalez is at the Medical University of South Carolina, Jeff Glenn is at Central Regional Hospital, and Emily Loeb is at Philhaven Hospital.

Graduating from the program this year were Diana Dinescu and Erin Horn.

Congratulations to everyone and best of luck in the future!

Upcoming Events

The Psychology Department is very excited to welcome Paul Griffiths, PhD, from the University of Sydney. Paul is a Philosopher of Biology and will be speaking at the annual Aston-Gottesman Colloquium. His talk entitled, "The Behavioral Gene" will be held in Gilmer Hall, Room 190, at 3:30 PM on Friday, November 10. Coffee and cookies will be available prior to the lecture and an enhanced reception will follow.

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In The Spotlight: My Hometown

For this year's fun photo theme I asked faculty and students to send in photos of themselves in a location, other than Charlottesville, that they have called home.



Audrey Wittrup with her family and their pets in Boston.

Bethany Teachman's daughters Joni and Haven with their cousins on a farm just outside of Toronto.



In the Spotlight: My Hometown



Rachel Narr
and her dog
Piper at UC
Davis

Jeremy
Eberle at
Mt. Rainier,
just outside
of Seattle





Professor Bob Emery with his daughter Lucy in Boston



Jeremey Eberle with a friend in Seattle this summer.

In the Spotlight: My Hometown



Jeff Glenn with his fiancé Charlene at the “stairway to heaven” in Oahu, Hawaii, an area at the top of a mountain ridge where you get a 360 degree view of the entire island.



Sara Medina-Devilliers and Sarah Coe-Odess on a hike in Sarah’s hometown of Los Angeles, CA.

Awards, Honors, Media Mentions, and Publications: Students

Jessica Kansky

- International Max Planck Research School on the Life Course (LIFE) Fellow
- 2017-2018 Distinguished Teaching Fellowship
- 2017-2019 Jefferson Scholars Foundation Fellowship
- Society for Personality and Social Psychology Graduate Travel Award Recipient and Graduate Student Poster Award finalist
- Huskey Research Exhibition, UVa, First Place Social Sciences Division for Poster Presentation
- Kansky, J., & Allen, J. (2017). Making sense and moving on: The potential for individual and interpersonal growth following emerging adult breakups. *Emerging Adulthood*, doi: 10.1177/2167696817711766.
- Kansky, J., & Hafen, C. (2017). Romantic relationships in adolescence. In K. L. Nadal (Ed.), *The SAGE Encyclopedia of Psychology and Gender* (pp. 1428-1429). Thousand Oaks, CA: SAGE Publications Inc.
- Kansky, J., Ruzek, E., & Allen, J. (in press). Observing adolescent relationships: Autonomy processes in parent, peer, and romantic partner interactions. In B. Soenens, M. Vansteenkister, & S. Van Petegem (Eds.), *Autonomy in Adolescent Development: Toward Conceptual Clarity*. New York, Psychology Press.

Alex Werntz

- Student Representative to the Board for Council of University Directors of Clinical Psychology (CUDCP)
- LIFE program fellow & serving as a UVA speaker

Lucy Guarnera

- 2016 American Psychology-Law Society seed grant for understudied topics for her dissertation research
- 2016 American Academy of Forensic Psychology dissertation grant in applied law/psychology
- 2016 Rebecca Boone Memorial Award for Excellence in Teaching
- 2016 All-University Graduate Teaching Award for the Social Sciences



Awards, Honors, Media Mentions and Publications: Faculty

Bob Emery

- 2017 Lifetime Achievement Award, New York State Council on Divorce Mediation
- 2017 Students' Choice: Selected by graduating students to be commencement speaker
- 2017 Cavalier Distinguished Teaching Fellowship, University of Virginia (highest teaching honor awarded at UVA)
- 2017 President's Award for Distinguished Service, Association of Family and Conciliation Courts

Bethany Teachman

- Chair, Coalition for the Advancement and Application of Psychological Science
- Chair, American Psychological Association Advisory Steering Committee for Development of Clinical Practice Guidelines
- Media Mentions:
 - ⇒ August 2017: [Bethany was interviewed on WINA radio about Future Thinking Mind Trails](#)
 - ⇒ July 2017: Press release regarding Future Thinking Mind Trails Study was picked up by:
 - [UVA Today](#)
 - [CBS 19 Charlottesville Newsplex](#)
 - [Neuroscience News](#)
 - [Psych Central](#)
 - [NBC 29](#)
 - ⇒ May 2017: [Bethany discusses mental health stigma in a Psychology Today article](#)

Awards, Honors, Publications, and Updates: Alumni

David Tate (1999)

- Lives in New Haven ,CT with his husband Jimmy and their 3 and a half year old son Jude. He is teaching at Yale, both in the Department of Psychiatry and in the School of Management. In addition, he consults to organizations around issues of leadership and organizational development (www.tate-consulting.com)

Mia Smith-Bynum (1999)

- Mia has a forthcoming edited textbook: Smith-Bynum, M. A. (Ed.). (2018). Families in daily life: Macro and micro perspectives. San Diego, CA: Cognella Academic Press.
- 2016-2017 Received the Doris W. Sands Excellence in Teaching Award by the School of Public Health at the University of Maryland.
- 2017-2019 Chair of the Black Caucus of the Society for Research in Child Development

Awards, Honors, Publications, and Updates: Alumni

Heather Bender (2004)

- Opened a private practice called Lantern of Hope Family Psychology Practice. She works with children, adolescents, and adults coping with depression, anxiety, major life transitions such as grief and divorce, and other challenges.
- Heather serves as the Clinical Psychologist for the Cleft and Craniofacial Team at St. Mary's Hospital.
- She keeps very busy with her two children, training for her second marathon, and serving as a coach for a girl's empowerment program called "Girls on the Run".

Monnica Williams (2007)

- Monnica (pictured right) received a Presidential Citation Award from APA Division 35 after giving their invited keynote address in Washington DC. The title of her talk was "From Microaggressions to Race-Based Trauma: Using Psychology to Eradicate Racism".



Preeti Chauhan (2009)

- 2016 The School Justice Project subgrant to the Misdemeanor Justice Project – Department of Education, Atlantic Philanthropies (Principal Investigator of Parent Grant – Tanya Coke), Principal Investigator of subgrant.
- 2016-2017 Misdemeanor Justice Project – Technical Assistance, Mayor's Office of Criminal Justice, Principal Investigator.
- 2016-2019 The Research Network on Misdemeanor Justice, The Laura and John Arnold Foundation, Principal Investigator (with Jeremy Travis).
- 2017-2019 Evaluation of the Criminal Justice Reform Act - Mayor's Office of Criminal Justice, Principal Investigator (with Carla Barrett).

Matt Lerner (2013)

- Matt and his wife welcomed their second child, Sawyer Finn-Lerner .

Awards, Honors, Publications, and Updates: Alumni

Shari Steinman (2014)

- Shari welcomed a son in 2016
(pictured right)



Riana Anderson (2015)

- Riana recently accepted a tenure track position at the University of Southern California. She is an Assistant Professor in the Children, Youth, and Families Department at the Suzanne Dworak-Peck School of Social Work.

Diana Dinescu (2017)

- 2017 International Studies Office Award for Academic Excellence by a Graduate Student
- 2017 Travel Award from the Behavior Genetics Association
- Diana (pictured right with her husband Brian) recently got married and has begun her postdoc, a joint appointment through Kennedy Krieger Institute and Johns Hopkins School of Medicine. She is doing therapy with children and families using evidence based treatments such as CBT, DBT, ACT, and FFT. Diana is at a location where she sees a majority of military families, learns about their specific stressors and ways to address them.



Welcome New Faculty: Hudson Golino

A new academic year brings new classes, new schedules, new students and new faculty. One of those new faculty members in the UVA Psychology Department is Hudson Golino, who has just arrived from Brazil this summer. His wife, Mariana, also a Ph.D. psychologist who specializes in cognitive aging, and his 15 month old daughter, Cecilia, accompanied him on this international move.

Hudson was educated in Brazil, at the Universidade Federal de Minas Gerais where he earned his Ph.D. in March 2015, studying applications of machine learning in Psychology, Education and Health. He also earned his M.Sci. in Developmental Psychology (2012), and B.Sci. in Psychology (2011), at the same university. Until recently, he taught at two universities in Brazil, the Universidade Estadual de Feira de Santana and the Universidade Salgado de Oliveira, commuting about 1500 kilometers between them.

What drew Golino to UVA was the amazing faculty, many of whom he had followed via published research. He says he is excited to be a junior faculty member in a place where people are doing such impactful work. He is

looking forward to collaborating with many of these researchers and helping them to ask different questions than usual and to use data analysis in novel ways.

Hudson's areas of research include techniques to identify the number of factors underlying human thinking and behavior, as well as predictive modeling. He studies human intelligence, from basic cognitive processing to higher order abilities, through the life span. He is creating tests to assess the development of intelligence with the goal of identifying different stages of performance, from the simple to the complex tasks. What he likes best about his work is the liberty and freedom to think and propose new ideas. Ironically, this is also the most challenging thing because it is a huge responsibility to be free to have good ideas and pursue them in research. He is hoping to have a positive impact on the UVA community by collaborating with other researchers and helping to solve problems using the techniques he studies or develops. In the near term, he hopes to collaborate with UVA Psychology faculty members, Chad Meliza, Karen Schmidt and Cynthia Tong. In the long term, he

hopes to work with Timothy Salthouse who studies the cognitive performance of older adults, to review the structure of traditional tests. He also hopes to work with Steve Boker to understand creativity in data analysis.

If he were not a professor, Golino says he would probably be a professional martial arts competitor, utilizing his skills in Jeet Kune Do, Judo and Brazilian Jiu-Jitsu. On the plus side, he says a career as a professor will most likely last longer and will not be as hard on his body (probably)!

At UVA he will be teaching "Introduction to Machine Learning," one of his favorite courses, to undergraduate and graduate students. He will also teach a course about the Construction and Validation of Tests and Questionnaires to undergraduates. We welcome him to our Department and look forward to working with him for many years to come.

Article by Cindy Grotz

Welcome New Faculty: Per Sederberg

Per Sederberg, is one of the newest faculty members in the UVA Department of Psychology, having just moved to Charlottesville with his wife, Laurel, who is an LCSW and family therapist and their two children, a 9-year-old daughter and a 6-year-old son. Per comes to us from the Ohio State University in Columbus, OH and is currently in the process of relocating his lab. He brings with him funding from the National Science Foundation and the Air Force Research Labs.

Per did his undergraduate work at UVA in cognitive science. Initially, he was studying physics and math, with plans to be a computer programmer, but he soon realized that the courses which interested him all fit under the cognitive science major. After completing graduate work at Brandeis University and earning his Ph.D. in neuroscience from the University of Pennsylvania, Per did post-doctoral work at Princeton on the topic of applied machine learning. In 2010, he joined the faculty at the Ohio State University.

Per was drawn back to UVA because it is a fantastic institution with a culture of supporting innovations in research. He appreciates the fact that there is a strong undergraduate population and a focus on education at all levels. Per enjoys psychology because it is an interdisciplinary

science which includes a breadth of study and diversity of research. If he was not a Psychology professor, he says he would probably be a professor of neuroscience or perhaps a computer scientist.

Per considers himself a computational cognitive neuroscientist. He studies the brain and neurofunction with the goal of understanding the cognitive processes, thoughts, actions and behaviors that make humans interesting and help us interact with the world. Per's lab currently performs large scale behavior studies with a broad focus on the processes that give rise to success and failure in memory. These processes depend on attending, perception, decision making, and all other aspects of cognition. Memory shapes how we learn from new experiences and how we perceive the world. The goal is to discover whether it is possible to predict what subjects will remember. If researchers also know what subjects care about, perhaps an intervention can be created to help with the memory of selected items and the removal of non-desired recollections.

The lab is also working to develop a set of neural/cognitive signatures which comprise a subject's "vital signs" and then track these through time to see if events cause cognitive performance to wax and wane and if intervention has an effect. If neural signatures are ob-

served across individuals and an indication of cognitive decline is noticed on any dimension, this could indicate the effects of a concussion or of aging. There could be many potential clinical applications if these signs can be quantified.

In the near future, Per hopes to collaborate with Tim Salthouse to apply computational approaches to longitudinal datasets. He also foresees working with Hudson Golino, another new faculty member, to explore methods for merging approaches and analyzing neuroscientific data. In the long term, he hopes to work with the UVA Engineering Department to create mobile sensor technology for daily life and with the UVA Medical Center to incorporate methods to quantify the cognitive state.

At UVA, Per will teach an undergraduate course on Human Memory and a graduate class on Advanced Cognition. He also hopes to develop a class on Quantitative Methods for Studying the Brain which will be available to upper level undergraduates and lower level graduate students. Please join us in welcoming Per to our Department. We look forward to working with him for many years to come.

Article by Cindy Grotz

Featured Research: Gena Gorlin ('16)

An interdisciplinary approach to enhancing human goal-striving

My research grew out of a fascination with the “strength of will” I have sometimes been privileged to witness in my anxious and mood disordered therapy clients. What fuels these clients’ efforts to resist the pull of life-long habits, biases, and distressing emotions for the sake of their chosen treatment goals? After all, our most robust empirically supported therapies for anxiety and mood disorders only work for about 60% of clients. And no wonder, since what we ask of our clients is to abandon their long-held beliefs and biases about themselves, deliberately face what they have been avoiding, and develop a new, more assertive and adventurous behavioral repertoire in place of the familiar coping routines they have practiced for years. Even in the best of circumstances, such behavior change takes considerable motivation and self-control. Yet our emotionally disordered clients often come into therapy at a time when they are running low on both. So how is it that some of these clients nonetheless muster the will to make profound, lasting changes in their lives? And how can we help the rest of our clients access this self-regulatory strength more reliably?

Of course, this problem is not really limited to emotionally disordered therapy clients; the challenge of persisting with difficult goals in the face of competing

urges and distractions—formally known as *self-regulation*—is arguably the fundamental task of human life. For this reason, my clinical research draws on theories and methods from the wide-ranging disciplines that deal with this concern—including social, cognitive, and personality psychology, cognitive neuroscience, and neighboring disciplines like behavioral economics and philosophy.

1. Applying experimental designs from social/cognitive science to clinical outcomes

One intriguing result of my experimental research as a graduate student was that more self-control is not always better. For example, those who did better at inhibiting their automatic responses on a cognitive control task did either better *or worse* on a videotaped public speaking task, depending on their threat-related attentional biases. In other words, people may deploy their cognitive control resources in unhelpful ways depending on their motivation, e.g., whether they tend to approach or avoid unpleasant social feedback. Another one of my studies found that people with higher anxiety and depression symptoms tend to put more effort into suppressing unwanted thoughts, which in turn predicts shorter duration but also more frequent recurrence of those thoughts. Building on this idea that cognitive control may be a “double-edged sword,” I am now running an experimental study with clinically

anxious patients who are undergoing exposure therapy at Boston University’s Center for Anxiety and Related Disorders (BU CARD). My main research question is whether patients’ cognitive control abilities will interact with their motivations for treatment—which may be relatively more autonomous and values-based, on the one hand, or more externally controlled and avoidance-based, on the other hand—to predict how well they persist in their treatment goals. For patients with more autonomous, values-based motivations (e.g., “I am in therapy because I can see how it helps me get more joy and intimacy from my relationships”), greater cognitive control may be an asset, as it will help patients visualize and stay focused on these long-term goals even when distressing emotions or urges kick in. For patients with more externally controlled motivations, however (e.g., “I am in therapy because my family keeps bugging me to go”), greater cognitive control may help them “white-knuckle” their way through exposure treatment, but may also interfere with the uninhibited processing of whatever conflicting emotions and attitudes are standing in their way of a more sustainable change.

Meanwhile, through a collaboration with neuroscience colleagues at MIT, I am also starting to test how this “double-edged sword” idea manifests at

Featured Research: Gena Gorlin ('16)

the level of large-scale brain networks associated with motivation and cognitive control. Specifically, one early finding is that clinically depressed individuals show heightened connectivity between the Default Mode Network—a region commonly associated with internally focused, self-relevant thought—and the Frontoparietal Control Network, commonly associated with cognitive control, but only when processing negative (versus neutral) self-relevant statements. This greater connectivity was not seen in the healthy control group, and was, moreover, correlated with self-reported brooding scores only in the depressed group. In other words, it may be that depressed individuals are selectively motivated to recruit greater cognitive control for negative, self-relevant thought. If this is the case, then any additional gains in cognitive control—absent an intervention to change the patient's tendency to prioritize negative, self-focused thought—might only serve to increase the patient's brooding tendencies.

2. Clinical translational research to develop and test novel interventions

My clinical intervention research puts into practice what I learn from my more basic experimental work. For instance, drawing on my findings for the interactive effects of motivation and cognitive control, I have been developing and testing a

“combined” goal processing strategy that simultaneously targets both factors. To date I have tested this intervention primarily with undergraduate students, and have found that my “combined” goal processing strategy works better than either component alone for highly ruminative participants. Currently I am building on these findings by testing an adapted version of this intervention strategy with BU CARD patients. Meanwhile, in my current postdoctoral role as project director for an NIH-funded adolescent smoking prevention trial, I am comparing the effects of an intervention that targets cognitive control (via working memory training) to one that targets distress tolerance (via mindfulness training) on teens' ability to resist smoking urges.

3. Integrative scholarship to develop a broader, interdisciplinary conceptual framework

Finally, I have been capitalizing on my philosophy background to try to bring some conceptual unity to the theory and research on self-regulation, which in turn has helped me generate new testable hypotheses and intervention ideas. The main theoretical proposal I have developed to date concerns the benefits of assimilating a motivation toward honest, reality-oriented cognition, which I have termed *cognitive integrity*. My hypothesis is that baking cognitive integrity into your identity should lead to more flexible, adaptive self-regulation over time (and vice ver-

sa), in proportion to your cognitive control resources. The basic rationale for this is that cognitive integrity provides a stable standard for energizing and (re) directing your cognitive efforts in line with ongoing feedback from the world and from your own internal motivational states. The contrasting approaches all involve some variant on a strategy of selectively omitting useful but uncomfortable data. Drawing on theories of moral identity, free will, and virtue ethics, I conceptualize cognitive integrity as a character virtue that can be developed by choice, requiring more effort initially but becoming more automatized with practice. I am very grateful to the junior investigator grant I have received from Dr. Eric Turkheimer's Genetics and Human Agency initiative, which has afforded me both time and resources to develop this interdisciplinary project. I have also taken my first steps toward testing this framework in the context of the pilot intervention trial I am conducting at CARD. It is this ultimate synergy of theory and practice—the uniquely gratifying experience of translating the most abstract theories of human nature into concrete techniques for improving human lives—that fuels my own efforts as a clinical scientist.

Gena Gorlin ('16)

Alumni News - Update from Anthony Chambers ('04)

I was especially touched when Susan Lane invited me to be the featured alum in this issue of the Gilmer Gazette as this literally marks the 20th anniversary of when I started graduate school at UVa! I'm sure this is making the faculty and my fellow classmates feel old, as it is certainly making me feel it, :-). I've followed the careers of my classmates and although we've all taken slightly different paths, what is clear is that everyone is doing extremely well! Allow me to share a little about my career trajectory.

I am currently the Chief Academic Officer (CAO) at The Family Institute at Northwestern University and the Director of Northwestern University's Center of Applied Psychological and Family Studies. I am also a full Clinical Professor in the Department of Psychology. The position of CAO is the equivalent of the Provost where I oversee all research and education/training programs. While in graduate school working with Melvin and Bob, I knew I wanted my career to focus on the family system. Thus, at the start of the 2nd year of my combined two-year internship/postdoctoral residency at Massachusetts General Hospital/Harvard Medical School, I started looking for positions that fit with my research and clinical interests. I came across a postdoc-

toral fellowship at The Family Institute at Northwestern University. During my interview, I immediately knew this was the setting I wanted spend my career. Now I just had to convince my wife to let me do a 2nd postdoc and be broke for another 2 years, ☺. Once I was able to "work my magic" and convince her that this would be a great opportunity, I accepted the position and 12 years later I'm still here.

The Family Institute is an independent affiliate of Northwestern University. The best way to describe The Family Institute is that we are like an academic hospital affiliated with a medical school. We conduct the full range of clinical services including testing, therapy, and medication. We conduct 85,000 therapy sessions/year across various theoretical and all modalities from CBT and DBT with adolescents and adults to working with couples and full families. Our commitment to empirical treatments and taking a systemic approach cuts across all of our clinical services. We also run 3 graduate programs in collaboration with The Graduate School, which includes a new online program. Research is a cornerstone of our education programs and clinical services. We conduct applied research with the aim of creating and translating scientific, systemically informed knowledge

about individuals, couples, and families into the best pedagogy and clinical practice available. For instance, we have developed a systemically focused, psychometrically valid instrument for tracking patient progress in therapy called the STIC (Systemic Therapy Inventory of Change). We've also created an internet based feedback system for quantitatively tracking patient change in family, couple, and individual therapy. We have ipads in our waiting rooms and we have patients complete the STIC and then the therapist is given real-time feedback about how their patient is progressing in therapy. We have just completed an RCT with exciting results that the team is currently in process of writing up. This is just one example of how we strive to actualize the scientist practitioner model whereby clinicians inform the questions of our research and research provides the answers that lead to new questions. We view every clinical encounter as an opportunity to collect meaningful data in order to better understand how to improve patient outcomes.

My favorite part of the job is being able to engage in strategic planning as well as being in a position to influence change and being able to actualize a vision that centers around using research to enable the healing of individuals, couples, and families from all walks of life. I also maintain a relatively small practice, which is comprised of 95% couples. I still

Alumni News - Update from Anthony Chambers ('04)

rely on the great training I received from Lee and Dave Waters at the Family Stress Clinic. In fact, we've actually had several Gilmer alum join our faculty and staff as well as recent grads who decided to do their postdoctoral fellowship with us. My least favorite part is the number of emails and meetings. I sometimes feel as though I could literally spend my 24-hour day responding to emails and not get anything else done! My biggest growing edge has been getting used to spending a significant portion of my time looking at budget spreadsheets and learning how to communicate with finance folks, ☺. In terms of other activities, I do a fair bit of writing with two books I've co-authored and co-edited coming out: Integrative Systemic Therapy which just came out this month; and the Encyclopedia of Couple and Family Therapy which is now closing in on a 1000 entries. The encyclopedia is currently available online and the print version is due out in May 2018. I'm also involved in several national organizations including being selected as a member of APA's Integrated Health Committee and working with our very own Bethany Teachman on the APA's Clinical Practice Guidelines Committee. I am also the immediate Past President for APA's Division 43 (Society for Couple and Family Psychology). As part of presidency, I decided to host the first



ever international conference on Couple and Family Psychology here in Evanston, IL this past June. The title of the conference was "Crossroads of Couple and Family Psychology: A Foundation for Future Real World Practice". The conference brought together many of the seminal leaders in the field including 2 of the recent APA Presidents and individuals from 15 countries. Although it was a success, I have no intention of doing that again anytime soon as I have a much greater appreciation for Event Planners, ☺!

All that being said, my favorite part of the day is spending time with my wife and daughter who is a precocious 4 years old! She is 3 in the picture above, but when I asked her which picture I

should submit with this article she said in no uncertain terms "this one daddy!" so how could I resist, ☺. To the current graduate students and interns, if you are looking for a postdoctoral fellowship please do not be shy about reaching out to me as I would be happy to tell you more about our program!

Writing this article has brought back fond memories and feelings of nostalgia as I reflect on my time in the hallowed Gilmer halls! I'm especially grateful for the outstanding training I received and I hope the current graduate students trust me when I say that a UVA degree from Gilmer will set you up for a meaningful and prosperous career! Cheers! -Anthony

Anthony Chambers ('04)

Department Holds Diversifying Psychology Visit Day



On April 28th, 2017 a Diversifying Psychology Visit Day was held to enable outstanding diverse junior scholars to learn more about psychology graduate school and the department. This year it was a department-wide event. Junior and senior undergraduates as well as recent graduates from underrepresented groups were eligible to apply.

There were individual and small group meetings with professors which gave the students a chance to discuss their intellectual interests. In addition, the students were able to attend research presentations and lab meetings. Information on applying to graduate school, funding opportunities, mentoring, and student life was made available and the selected scholars were able to network with current graduate students. Finally, there were information sessions with the Director of Diversity and Inclusion, ?, and with the Director of Clinical Training, Bethany Teachman (students pictured above having dinner at Bethany's home).

Welcome First Year Students!



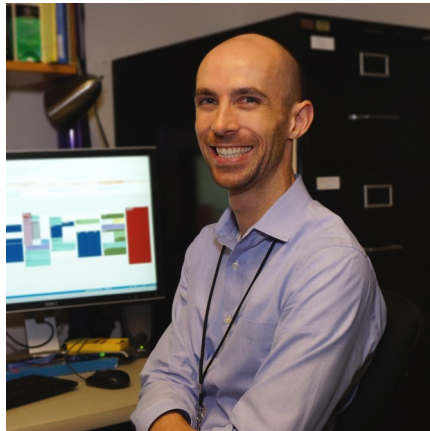
Katie Daniel grew up in Charlotte, North Carolina and graduated from the University of North Carolina at Chapel Hill in December 2015 with a B.A. in Psychology and Management & Society.

After graduating, she worked for 1.5 years as a research associate in the Center for the Study of Adolescent Risk and Resilience at Duke University. Katie is excited to join the PACT Lab with Bethany Teachman. Her research interests involve using mobile technology to better understand how people flexibly choose between particular emotion regulation strategies in order to fit their current situational demands.



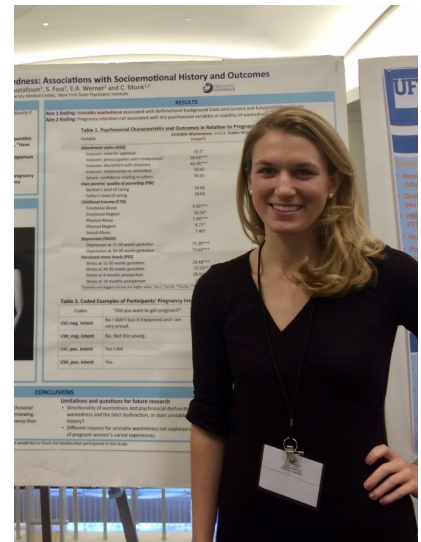
Shannon Savell joins the Clinical area to work with Melvin Wilson. Shannon received her BA in Psychology from the University of Virginia. She also grew up in

Virginia and her hometown is Virginia Beach, VA. She previously worked as lab coordinator for Amrisha Vaish and Toby Grossmann in the Developmental area and as a lead examiner for Melvin Wilson on the Early Steps Project. Her research interests include influence of parents, teachers and peers on positive development of “high risk” youth, negative impact of discrimination on youth development, and longitudinal intervention analyses. She is looking forward to working on her first project this year investigating the role of discrimination in the development of maladaptive behaviors in children.



Jeremy Eberle is excited to join the clinical area as a graduate student working with Bethany Teachman. Originally from Coppell, TX, he graduated from Tulane University with bachelor’s degrees in psychology and philosophy. Before coming to UVA, Jeremy worked as the research coordinator of the Behavioral Research and Therapy Clinics at the University of Washington, where his research focused on dialectical behavior therapy skills training for emotion dysregulation. Jeremy is interested in basic and translational research on cognition, emotion, emotion regulation, and transdiagnostic mechanisms of disorder and change. He

seeks to elucidate the processes that underlie emotional disorders and the implicit or explicit techniques for targeting those processes in order to advance the development and dissemination of optimized, streamlined, and personalized interventions. Outside of the lab, Jeremy enjoys hiking, going to coffee shops and farmers markets, exploring neighborhoods, and playing guitar.



Alida Davis grew up in New York, NY and completed her undergraduate degree in Psychology and Chinese at Williams College. After graduating, she worked at Columbia University Medical Center for three years, coordinating a study that examined stress, nutrition and cognition in pregnant and parenting adolescents and their children. Alida joins the clinical area to work with Joe Allen. She is interested in investigating the role of family and peer relationships in shaping adolescents’ and young adults’ trajectories of psychological and physiological well-being. In her free time, Alida enjoys hiking, baking and gardening.

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