

## Education

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### **DUKE UNIVERSITY**, Durham, North Carolina

*Doctor of Philosophy*, Clinical Psychology 2017

*Duke Certificate in College Teaching* 2017

- *Honors*: Society of Duke Fellows; Dean's Graduate Fellowship; James B. Duke Fellowship
- *Teaching Honors*: Duke Graduate School's *Otis Green Fellowship* awarded to 2 graduate students annually for distinguished teaching; *Bass Instructional Fellowship* awarded for outstanding teaching, which enabled me to be 1 of 4 graduate students teaching during the academic year; *Preparing Future Faculty Fellow*
- *Dissertation*: Self-presentational variability, congruence, and psychosocial adjustment: A test of three models. *Committee Chair*: Timothy Strauman, Ph.D; *Dissertation Chair/Advisor*: Mark Leary, Ph.D; *Clinical Advisor*: Philip Costanzo, Ph.D; *Non-Departmental Committee Member*: Gavan Fitzsimons, Ph.D.

### **UNIVERSITY OF PENNSYLVANIA, Positive Psychology Center**, Philadelphia, Pennsylvania

*Master of Arts*, Psychology 2008-2010

- *Honors*: Benjamin Franklin Fellowship; Dean's Psychology Summer Research Award
- *Master's Thesis*: Improving Self-Regulation: Increasing resistance to ego depletion and counteracting its negative effects. *Advisors*: Martin Seligman, Ph.D. & Angela Duckworth, Ph.D.

### **CITY UNIVERSITY**, London, England, U.K.

*Master of Science coursework*, Counselling Psychology 2007-2008

*Counseling Skills Intensive Workshop* 2007

- Coursework in Person-Centered, Cognitive-Behavioral, and Psychodynamic therapies, Qualitative and Quantitative Research Methods, & Context, Diversity and Standards in Professional Practice

### **HARVARD UNIVERSITY**, Cambridge, Massachusetts

*Bachelor of Arts, Magna Cum Laude with Highest Honors*, Psychology 2006

*Citations (Minors)*, French & Latin

- *Honors*: Awarded the *Harvard College Scholarship* for academic distinction (**GPA = 3.8**; Major GPA = 3.9); Chosen for Senior Honor's Thesis with Dr. Daniel Gilbert, which received **Magna Cum Laude**
- *Honor's Thesis*: "Do You Feel What I Feel?": Perceived Uniqueness as a Mediator of Self-Other Differences in Affective Forecasting. *Advisors*: Daniel Gilbert, Ph.D & Carey Morewedge, Ph.D.

### **UNIVERSITE DE PARIS X**, Paris, France

*Coursework*, French Language, French Civilization, Art History & Latin 2005

# Clinical Experience

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## UNIVERSITY OF MICHIGAN

University Center for the Child and Family (UCCF), Ann Arbor, MI

2020-Present

### *Supervisor/Faculty*

- Provide weekly individual supervision for pre-TLLP graduate students learning how to do therapy for the first time, which entails guidance on integrative case conceptualization, treatment planning, therapy process, creatively determining developmentally and culturally sensitive interventions for youth and families, and responsible documentation of client sessions in electronic medical record.
- Provide live supervision of graduate students' child/family therapy sessions and co-therapy if needed.
- Attend and help facilitate weekly group supervision with pre-TLLP students.
- Provide clinical consultation at weekly Child/Family Interdisciplinary Case Disposition meetings.

## GOHAR PSYCHOLOGICAL SERVICES (GPS), PLLC

*Licensed Clinical Psychologist & Owner*, Ann Arbor, MI

2019-Present

- Assess and treat clients across the lifespan with an integrative approach that's firmly grounded in cognitive and behavioral theories (CBT), including "third-wave" mindfulness-based approaches like Acceptance-Commitment Therapy (ACT) and positive psychology/positive psychotherapy (PPT), with specialized training and expertise in exposure therapy/ERP for anxiety disorders and OCD.
- Particular penchant for helping students succeed in and outside of the classroom by harnessing their strengths and effectively addressing any socioemotional or learning difficulties (e.g., performance/test anxiety, perfectionism, ADHD/LD) that often hinder students from reaching their full potential.

## ANXIETY & OCD TREATMENT CENTER OF ANN ARBOR

*Licensed Clinical Psychologist*, Ann Arbor, MI

2019-2020

- Assessed and provided integrative psychotherapy with an emphasis on exposure and response prevention (ERP) for anxiety disorders and OCD in diverse teenagers and young adults.

## UNIVERSITY OF MICHIGAN

University Center for the Child and Family (UCCF), Ann Arbor, MI

Mary A. Rackham Institute (MARI), *Postdoctoral Fellow*

2017-2018

Supervisors: *Cynthia Ewell Foster*, Ph.D., *Erin Hunter*, Ph.D., *Sarah Jonovich*, Ph.D.

- Assessed and treated diverse youth ages 3-17 at a multidisciplinary outpatient clinic who presented with a variety of concerns, such as GAD, OCD, social anxiety, depression, ADHD, disruptive behavior, ASD, and co-morbid physical health difficulties, with a special focus on pediatric anxiety disorders. Also provided EFT-based couples' counseling under *Dr. Jonathan Blair's* supervision.
- Integrated developmentally and diversity sensitive evidence-based treatments, including CBT, ACT, parent management training, and family therapy, to best address families' presenting concerns using various measures of emotional, behavioral, and psychosocial functioning (e.g., CBCL, TRF, MASC, Y-BOCS, CDI, RCADS) to assist with diagnosis, treatment planning and assessment of therapy outcomes, and actively involved parents/families in treatment.
- Provided clinical supervision for child/adolescent cases seen by a first year practicum student at the University of Michigan and attended weekly group supervision of supervision meetings.

### Clinical Experience (continued)

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- Supervision consisted of review of live or recorded sessions, discussion of integrative case conceptualization, treatment planning, and therapy process, and creatively determining developmentally and culturally sensitive interventions.
- Attended and presented at Child/Family Interdisciplinary Case Disposition meetings, in which UCCF cases are reviewed using objective measures and multiaxial formulations integrating biological, behavioral, cognitive, psychodynamic, family systems, and cultural approaches.

## UNIVERSITY OF MICHIGAN

**Psychological Clinic**, Ann Arbor, MI

**2017-2018**

**MyStrength + Expert Telephone Assistance for Depression & Anxiety, Clinician & Researcher**

Supervisor & Principal Investigator: *Todd K. Favorite*, Ph.D..

- Certified as a clinician to provide **ExpertAssist** telephone support supplementing [myStrength.com](http://myStrength.com)'s psychoeducational modules based in CBT, ACT, mindfulness, positive psychology, and motivational interviewing, for adults with depression, anxiety, substance use, chronic pain, and/or sleep challenges.
- Provided individually tailored counseling support for non-help seeking young adults (ages 18-30) with depression and anxiety in a developmentally attuned manner that emphasizes personal autonomy and choice to ensure the delivery of diversity sensitive clinical services to students, including the resolution of risk management concerns (e.g., risk assessment and referral for more intensive services, if indicated).
- Assisted with client/subject recruitment, data collection and analysis, and initial preparation of a manuscript for publication on the effectiveness of combining MyStrength's online psychotherapy tools with expert telephone assistance from mental health professionals for non-help seeking students at the University of Michigan who screened positive for depression and/or anxiety at an annual screening.

## UNIVERSITY OF MICHIGAN

**Youth and Young Adult Depression and Suicide Prevention Program**, Ann Arbor, MI

**2017**

**Electronic Bridge to Mental Health (e-Bridge) for College Students, Certified MI Clinician**

Principal Investigator: *Cheryl King*, Ph.D; Supervisor: *Erin Bonar*, Ph.D.

- Participated in training and became certified in Motivational Interviewing (MI) to serve as a clinician for a large scale, randomized controlled trial involving students at the University of Michigan, the University of Iowa, University of Nevada-Reno, and Stanford University examining the efficacy of Students' eBridge to Mental Health (eBridge), a pilot tested and theoretically-driven online intervention based on principals of Self-Determination Theory (SDT), MI and the Theory of Health Behavior (THB) for college students at elevated risk for suicide, at both facilitating students' linkage to mental health services and improving students' mental health.
- Reviewed personalized feedback regarding real or potential consequences of problematic behaviors in an MI-adherent manner; explored the pros and cons of addressing depression and/or alcohol/substance use through mental health services along with the pros and cons of maintaining the status quo with brief "decisional balance" exercises; discussed individualized menu of options demonstrated to be effective for making changes and facilitated students' linkage to mental health services; supported or bolstered students' personal self-efficacy and motivation to change.

**Clinical Experience (continued)**

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**UNIVERSITY OF MICHIGAN****Mary A. Rackham Institute (MARI)**, Ann Arbor, MI**9/2016-8/2017****Lifespan Clinical Psychology Intern**Supervisors: *Shelly Van Etten Lee*, Ph.D, *Todd Favorite*, Ph.D, *Cynthia Ewell Foster*, Ph.D, *Jonathan Blair*, Ph.D, *Sue Watts*, LMSW, *Eileen Bond*, LMSW

- Assessed and treated adults from the university and greater community presenting at the multidisciplinary outpatient **Psychological Clinic** with the full range of presenting concerns (e.g., internalizing and externalizing disorders, interpersonal problems, personality disorders, eating disorders, and co-morbid psychical health concerns), integrating a variety of evidence-based approaches, including Cognitive-Behavioral Therapy (CBT), Acceptance-Commitment Therapy (ACT), trauma-informed Cognitive Behavioral Analysis System of Psychotherapy (CBASP), and Dialectical Behavior Therapy (DBT).
- Evaluated and treated couples using evidence-based Gottman-informed, emotion-focused, and family systems approaches and participated in Couples Therapy Seminar and group supervision.
- Co-led Social Anxiety Groups for adults with social anxiety disorder or performance anxiety and common co-morbidities (e.g., MDD, GAD, OCD) using exposure and cognitive-behavioral therapy.
- Attended weekly individual supervision and CBASP Group supervision meetings reviewing adult cases that required CBASP, Complicated Grief Therapy (CGT), Skills Training in Affect & Interpersonal Regulation (STAIR), Prolonged Exposure (PE), and/or Cognitive Processing Theory (PT) to address presenting concerns; Attended consultation group, diagnosing and reviewing cases with multiple methods to develop multitheoretical case conceptualizations and treatment plans.
- Assessed and treated diverse youth ages 3-18 who presented with a variety of concerns, such as GAD, OCD, social anxiety, depression, ADHD, disruptive behavior, ASD, and co-morbid physical health difficulties, at multidisciplinary outpatient **University Center for the Child and Family**.
- Attended weekly Family and Couples Therapy Group supervision with *Eileen Bond*, LMSW reviewing complex UCCF cases with presenting concerns that were exacerbated by family and/or marital dysfunction that needed to be addressed.

**MONTEFIORE MEDICAL CENTER****RFK Children's Evaluation & Research Center**, Bronx, New York**9/2015-6/2016**Supervisors: *Anne Murphy*, Ph.D., *Marilina Rufino*, Ph.D, & *Brooke Allman*, LCSW

- Provided relationship-based and family-focused assessment, intervention, and wrap-around services for infants, toddlers, and young children with emotional or behavioral problems and/or developmental delays or disabilities and their caregivers. The majority of this diverse low-income and multiply stressed population had experienced significant trauma and/or severe attachment disruption.
- Served as a primary therapist for several families and dyads in the parent-child groups receiving Group Attachment Based Intervention (primarily for 0-5 year-olds) or trauma-informed challenging behavior management training (primarily for 3-11 year-olds with ADHD, ODD, ASD and comorbidities) and co-led the parent process groups and the children's play therapy group with other therapists.
- Wrote integrative reports of intake evaluations and weekly case conceptualization/intervention notes and document case management provided, which included coordinating with primary care and other treatment professionals.

### **Clinical Experience (continued)**

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- Wrote integrative reports of intake evaluations and weekly case conceptualization/intervention notes and document case management provided, which included coordinating with primary care and other treatment professionals.
- Supervision consisted of live supervision with immediate feedback, co-therapy, group reflective supervision before/after each group, and individual supervision with Anne Murphy for parent therapy.
- Participated in a weekly didactic seminar on the principles and practice of infant and early childhood mental health, early childhood developmental disabilities, and relationship-based interventions that focus on the attachment security of the child as a strong protective factor (e.g., CPP, PCIT, & GABI).

### **DUKE FAMILY STUDIES PROGRAM & CLINIC**

**Duke Child and Family Center**, Durham, North Carolina

**7/2014-6/2015**

Supervisors: *Christian Mauro*, Ph.D., *Susan Hazlett*, Ph.D., *Karen Wells*, Ph.D, & *Ed Bridges*, M.D

- Provided systemic family therapy and emotion-focused therapy (EFT) for child and adolescent issues to enhance family functioning, communication and problem-solving; provided behavior management training for parents of young adolescents with disruptive behavior disorders and ASD; and provided couples counseling, including divorce counseling.
- Supervision consisted of live supervision with immediate feedback via a computer screen (positioned behind the patient), co-therapy, and discussion of case formulation, interventions, and therapy process.
- Wrote integrative reports and weekly case conceptualization & assessment/intervention notes.
- Observed 2-3 family/couples therapy sessions per week with live supervision provided by psychologists, psychiatrists, or social workers to rotating therapists and participated in pre- and post-treatment processing and clinical consultation on each case with a multidisciplinary team.
- Participated in weekly interactive didactics (e.g., role-playing, video, and case presentations) on the theoretical underpinnings and clinical methods of family and couples therapy and key issues that arise.

### **DUKE CENTER FOR EATING DISORDERS**

**Duke University Medical Center**, Durham, North Carolina

**7/2013-7/2014**

Supervisors: *Rhonda Merwin*, Ph.D & *Nancy Zucker*, Ph.D

- Conducted empirically-supported individual and family interventions on a weekly basis for children and adolescents with eating disorders, including restrictive eating, and mental and physical health difficulties, and provided parent training for presenting concerns (e.g., *Dr. Zucker's Off the C.U.F.F. Manual for the Management of Disordered Eating, Duke's Immersive Program for Restrictive/Selective Eating*).
- Provided long-term biweekly Acceptance-Commitment Therapy (ACT) to one adult presenting with Bipolar Disorder, Generalized Anxiety Disorder, and social phobia.
- Conducted unstructured and structured interviews and used validated symptom inventories to assist with case conceptualization, functional analysis, treatment planning, and outcome assessment. Wrote integrative assessment reports, treatment summaries, and transfer/termination reports.
- Participated in a weekly Eating Disorder Case Consultation Team with psychologists, psychiatrists, pediatricians, internists, and nutritionists to coordinate patient care and respond to emergent issues.
- Weekly individual supervision consisted of review of recorded sessions or live observations behind a one-way mirror and discussion of case conceptualization, treatment planning, and issues that arose.

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**Clinical Experience (continued)**

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**PSYCHOSOCIAL TREATMENT CLINIC****Duke Child and Family Center**, Durham, North Carolina

7/2011-4/2014

Supervisors: *Nicole Heilbron*, Ph.D & *Chris Mauro*, Ph.D

- Provided weekly evidence-based individual psychotherapy in an outpatient setting to children and adolescents with internalizing disorders such as anxiety, OCD, social phobia, and depression and co-morbid externalizing disorders like ADHD; provided parent training for behavioral modification and management and actively involved family/parents in treatment regardless of disorder.
- Conducted unstructured and structured interviews (e.g., ADIS, CY-BOCS) with children and their parents and scored measures of emotional, behavioral, and psychosocial functioning (e.g., BASC, CDI, RCADS) to assist with diagnosis, treatment planning, and assessing therapy outcomes.
- Wrote integrative assessment reports, treatment summaries, and transfer/termination reports.
- Developed and co-led two phases of CBT group for social anxiety with adolescents who also suffered from co-morbid mood, personality, and autism spectrum disorders.
- Supervision consisted of live supervision behind a one-way mirror, review of recorded sessions, and discussion of case conceptualization, treatment planning, and issues that arose.
- Attended weekly didactic seminars with psychology interns, practicum students, psychiatry residents, and child psychiatry fellows. Examples of didactics include: functional analysis, CBT for childhood anxiety, CBT for OCD, CBT for Adolescent Depression and Suicidality, parent training, diagnostic interviewing and assessment, Habit Reversal Training for Tourette Syndrome and Tic Disorders.

**COGNITIVE-BEHAVIORAL RESEARCH & TREATMENT PROGRAM****Duke University Medical Center**, Durham, North Carolina

7/2012-11/2013

Supervisors: *Julie Seel*, Ph.D & *M. Zachary Rosenthal*, Ph.D

- Provided individualized empirically-supported treatments (e.g., CBT, ACT, BA) for adults and some Duke students with anxiety, mood, and personality disorders and substance use.
- Conducted motivational interviewing and used unstructured and structured interviewing with validated symptom inventories to assist with diagnosis, treatment planning, and outcome assessment.
- Wrote integrative assessment reports and treatment summaries.
- Supervision consisted of live supervision with immediate feedback via a computer screen (positioned behind the patient), review of recorded sessions, and discussion of interventions and issues that arose.

**DUKE UNIVERSITY MEDICAL CENTER****Duke University Hospital**, Durham, North Carolina

4/2011-8/2013

***Cognitive-Behavioral Treatments for Depression in Patients with Chronic Medical Illness, Certified CBT Therapist***; *Principal Investigator*: Harold Koenig, M.D; *Supervisor*: Clive Robins, Ph.D

- Provided individual, manual-based cognitive-behavioral therapy with a mindfulness-meditation component over the phone, Skype, or HIPPA-compliant Instant Messaging, to treat major depression in adults with chronic health problems as a certified CBT Therapist in a research study examining its efficacy compared to religiously-integrated (Christian) cognitive-behavioral therapy (RCBT).
- Continued weekly treatment for remaining issues not addressed by the study (e.g., social anxiety) for three of these patients at their request weekly at the Cognitive Behavioral Research Treatment Program clinic for 3-12 months after they completed the research requirements.

**Clinical Experience (continued)**

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**DUKE PSYCHOLOGY CLINIC****Duke University Psychology Department**, Durham, North Carolina**9/2010-2/2012**Supervisors: *David Rabiner*, Ph.D & *Ronald Batson*, M.D

- Provided low-cost brief and long-term individual psychotherapy to young adults from the university community with a range of presenting problems, including mood and anxiety disorders, trauma, and personality disturbance.
- Utilized person-centered, psychodynamic, and cognitive-behavioral approaches depending on the client's needs and provided ongoing clinical diagnostic assessment to inform treatment.
- Wrote comprehensive assessment reports, termination/transfer reports and treatment summaries.
- Participated in weekly individual and group supervision meetings that included case presentations with videotaped sessions and emphasized general psychotherapeutic and psychodynamic principles.

**PENN ASSESSMENT & DIAGNOSIS PRACTICUM****University of Pennsylvania**, Philadelphia, PA**9/2009-5/2010**Supervisor: *Melissa Hunt*, Ph.D

- Administered full assessment batteries, analyzed and integrated the results, and wrote comprehensive reports suitable for both the referring professional and the client.
- Assessments covered intellectual functioning, academic achievement, neuropsychological testing, objective personality testing (e.g., MMPI) and some projective (e.g., Rorschach) measures.
- Diagnostic workups included structured and unstructured clinical interviews as well as validated symptom inventories and self-report questionnaires.
- Reviewed assessment reports with clients and their family and offered recommendations for treatment.

**CHILDREN'S HOSPITAL OF PENNSYLVANIA****The Center for the Management of ADHD**, Philadelphia, PA**1/2010-5/2010**Supervisor: *Jenelle Nissley-Tsiopinis*, Ph.D

- Completed full assessment batteries, analyzed and integrated the results, and wrote comprehensive reports suitable for the client's family and the school.
- Child assessments included developmental history, intellectual functioning, academic achievement, neuropsychological testing, semi-structured interviews (e.g., K-SADS-PL) with children and their parents, and validated symptom inventories and self-report questionnaires for children and parents.
- Discussed the results of each assessment with clients and their parents and offered recommendations for treatment as well as recommendations for teachers and school accommodations.
- Supervision entailed live observation with immediate feedback, co-therapy, and discussion of assessment planning and integration.

**THE KIDS COMPANY****The Nightingale School**, Hackney, England**11/2007-6/2008**Supervisor: *Vivian Walkey*, MSc, CPsychol.

- Provided weekly or bi-weekly individual counseling to elementary school children who experienced significant trauma and neglect and presented with severe emotional, behavioral and social difficulties.
- Used person-centered, psychodynamic, art, and play therapy principles to fit the needs of each child.

### Clinical Experience *(continued)*

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- Provided consultation to teachers about children's difficulties and progress.
- Wrote brief integrative client reports and termination reports with treatment recommendations.
- Reported causes for concern or suspected child abuse in accordance with Child Protection Policies.
- Attended supervision meetings with a BACP and UKCP accredited psychologist once every two weeks to discuss current cases and therapy process and resolve any issues that arose.

### **NATIONAL HEALTH SERVICE (NELMHT)**

**The Petersfield Centre**, Essex, England

2/2007-6/2008

Supervisor: *Abigail Eldred*, MSc, CPsychol.

- Conducted weekly individual cognitive-behavioral therapy sessions for three adults who presented with anxiety and mood disorders, personality disturbance, and substance abuse.
- Attended weekly supervision meetings with a Chartered Clinical Psychologist; verbally presented case material, discussing case conceptualization and therapy process, and resolved any issues.
- Wrote letters and integrative reports to clients and their referrers upon the conclusion of therapy.

## **Clinical Workshops & Specialized Training**

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### **COGNITIVELY-BASED COMPASSION TRAINING (CBCT) COURSE**

11/2018

**Jewel Heart Tibetan Buddhist Learning Center**, Ann Arbor, MI

Trainer: *Geshe Lobsang Tenzin Negi*

- Participated in a compassion meditation program based on Tibetan contemplative methods that is taught as research protocol at Emory University's Center for Contemplative Science & Ethics.

### **ASSESSING AND MANAGING SUICIDE RISK (AMSR): CORE COMPETENCIES FOR BEHAVIORAL HEALTH PROFESSIONALS**

7/2017

**University of Michigan**, Ann Arbor, MI

Trainer: *Kathy Lewis-Ginebaugh*

- Attended a one day training workshop for mental health professionals to learn how to better assess suicide risk, plan treatment, and manage ongoing care of clients at risk of suicide.

### **SUICIDE TO HOPE: A RECOVERY AND GROWTH WORKSHOP**

3/2017

**University of Michigan Mary A. Rackham Institute (MARI)**, Ann Arbor, MI

Trainer: *Anne Kramer*, LMSW

- Attended a one-day workshop for clinicians and other professionals who work with persons previously at risk of and currently safe from suicide and learned various tools to work together with persons with experiences of suicide to develop achievable and significant recovery and growth goals.



**Clinical Workshops & Specialized Training (continued)**

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**COMFORT IN THE UNCOMFORTABLE: USING IMPROV AS A TOOL IN MENTAL HEALTH WORK**

3/2017

**University of Michigan Depression on College Campuses Conference**, Ann Arbor, MITrainers: *Jessica Alexander*, MFA, *Callie McKee*, MFA, *Mary Jo Desprez* & *Chris Esparza*, MA

- Attended a half day workshop on the emerging field of applied improvisation, which uses principles, skills, and mindsets developed in comedy, jazz, and theatre for non-theatrical purposes, as a mechanism and skill set for creating connections, collaboration, and dealing with change and complexity in mental health work.

**GROUP ATTACHMENT-BASED INTERVENTION (GABI) TRAINING**

9/2015

**Montefiore Medical Center**, Bronx, NYInstructors: *Anne Murphy*, Ph.D, *Miriam Steele*, Ph.D. & *Howard Steele*, Ph.D

- Attended an all day training after completing a 10-hour online course intended for clinicians working with vulnerable families with infants and toddlers reviewing the theory and research behind Group Attachment-Based Intervention (GABI). The most common issues in GABI's provision were addressed to promote secure parent-child attachment and prevent or treat disorganized attachment relationships in young children with parents whose histories and current adverse contexts place them at risk.

**FAMILY STUDIES SEMINAR****Duke University Medical Center**, Durham, NC

7/2014-6/2015

Instructors: *Susan Hazlett*, Ph.D, *Karen Wells*, Ph.D., & *Edward Bridges*, M.D.

- Attended weekly 1.5 hour family therapy seminars with psychology interns, psychiatry residents, and child psychiatry fellows. Examples of didactics include: structural concepts in family functioning, circular pattern diagrams and case formulation, Bowenian theory and genograms, attachment theory, couple's therapy, emotion-focused therapy, substance abuse, parent training, and diversity issues.

**SUPERVISION SEMINAR****Duke University Medical Center**, Durham, NC

8/2013-12/2013

Instructor: *Christian Mauro*, Ph.D

- Attended monthly seminars with psychology graduate students and interns discussing theories and methods of supervision and issues that arise in the context of supervision.
- Seminar topics included ethical and legal considerations, models of supervision, process issues within the supervisory relationship, and issues related to diversity.

**ACCEPTANCE-COMMITMENT THERAPY SEMINAR****Duke Center for Eating Disorders**, Durham, NC

7/2013-6/2014

Instructor: *Rhonda Merwin*, Ph.D

- Participated in weekly 2-hour didactic seminar reviewing the theoretical underpinnings and clinical methods of ACT, the evidence-based treatment of eating disorders, and group supervision of observed cases with psychiatry residents, child psychiatry fellows, social workers, and psychologists.

## Clinical Workshops & Specialized Training (continued)

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### **MOTIVATIONAL INTERVIEWING WORKSHOP & CBT LIVE SUPERVISION**

**Duke University Medical Center**, Durham, NC

**07/2012-06/2013**

Instructor: *Julie Seel*, Ph.D

- Participated in weekly 2-hour didactic supervision meetings with psychiatry residents, medical psychology interns, and social workers, which entailed observing and discussing live therapy sessions with feedback provided via a computer screen while in session and reviewing therapy process, case conceptualization, and didactics on cognitive and behavioral therapy.
- Attended a 2-day workshop reviewing the theory and techniques of motivational interviewing, which entailed observation and direct practice with role-playing of clients.

### **RORSCHACH & PROJECTIVES SEMINAR**

**University of North Carolina at Chapel Hill**, Chapel Hill, NC

**10/2012**

Instructor: *Paul Merwin*, Ph.D

- Attended a full day training seminar on the administration, scoring, and clinical interpretation of the Rorschach using Exner's system.

### **PSYCHOLOGICAL ASSESSMENT FOR CHILDREN**

**Bryn Mawr College**, Bryn Mawr, PA

**9/2009- 12/2009**

Instructor: *Staci Heindel*, Ph.D

- Attended a semester-long child assessment course with a weekly seminar followed by a "laboratory" with a hands-on introduction to the administration, scoring, and interpretation of major tests of cognitive abilities, information processing (i.e., memory, perceptual, auditory processing, and language functioning), and reading and writing skills that are used with children and adolescents in school.
- Seminar topics focused on defining intelligence and learning disabilities/differences within a developmental framework, psychometrics of major test instruments and multicultural considerations, and identifying appropriate interventions based on knowledge of research-based "best practices."
- Measures reviewed include: *Wide Range Assessment of Memory and Learning (WRAML-2)*, *Children's Memory Scale (CMS)*, *Wechsler Intelligence Scale for Children (WISC-IV)*, *Wechsler Individual Achievement Tests (WIAT-II)*, *Woodcock-Johnson Tests of Cognitive Ability (WJ-III)*, *Stanford-Binet Intelligence Scales (SB-5)*, *Differential Abilities Scale (DAS-II)*, *Test of Auditory Processing Skills (TAPS-3)*, *Comprehensive Test of Phonological Processing (CTOPP)*, *Phonological Awareness Test (PAT)*, *Jordan Left-Right Reversal Test*, *NEPSY-II*, *Test of Visual Perceptual Skills (TVPS-3)*, *Beery VMI (VMI-5)*, *Rey Complex Figure Test (RCFT)*, *Test of Language Competence (TLC)*, *Comprehensive Assessment of Spoken Language (CASL)*, *Test of Language Development (TOLD)*, *Woodcock Diagnostic Reading Battery (WDRB)*, *Standardized Reading Inventory (SRI-2)*, and *Test of Written Language (TOWL-4)*.

### **PSYCHODIAGNOSTIC INTERVIEWING & ADULT ASSESSMENT**

**University of Pennsylvania**, Philadelphia, PA

**5/2009-9/2009**

- Attended intensive summer courses in the theories and tools of psychological assessment, psychodiagnostic interviewing, and differential diagnosis. Learned how to administer, score, and interpret many standard cognitive, neuropsychological, and personality tests, including the WAIS-III, WMS-III, WIAT-II, *Wisconsin Card Sort*, *Minnesota Multiphasic Personality Inventory (MMPI)*, *Millon Index of Personality Styles*, & the Rorschach (Exner's system) with attention to case conceptualization, differential diagnosis, integrating test results into formal but accessible reports, and serving as a consultant.

## Clinical Workshops & Specialized Training *(continued)*

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- Learned to take clinical histories and administer standardized diagnostic interviews like the mental status exam, the SCID I and II for DSM-IV, the ADIS, and various clinician rating scales such as the Hamilton Rating Scale for Depression. Some self-report symptom inventories and computerized diagnostic tools (e.g., TOVA) were reviewed and used as well.

## Teaching & Mentoring

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### UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan

#### *Research Mentor, Lecturer I, LSA Department of Psychology*

9/2018 - Present

- Independently created and successfully taught Psych 381: Advanced Laboratory in Social Psychology research methods course for undergraduates this Fall 2018, which I am teaching again this Fall 2019.
  - Received median ratings of 4/5 or higher on anonymous mid-semester and official end of semester course evaluations with *mostly positive* feedback from students overall; “e.g., using innovative tools, real world world, relatable examples, and very relevant assignments I enjoy going over in class...great way of connecting with students, and memes, cartoons, and funny videos are golden and inexplicably clever.” “The presentations and class discussions are interesting and engaging,” “Good job of explaining information in terms we can easily understand...I like that you’re very involved in each of our projects.”
- Independently created and successfully taught my own upper-level undergraduate seminar Psych 401: The Science of Happiness in Winter 2019, which I taught again partly remotely last Winter 2020 term.
  - Received median ratings of 4.6/5 or higher on university-wide course evaluation questions (on which university-wide median was 4/5) about the quality of my course and instruction, preparation, intellectual stimulation, clarity, enthusiasm, feedback/grading, and fostering a positive, respectful learning environment. Student feedback & course evaluation comments were *extremely positive* overall; 18/19 students also responded that they would “definitely” take another course with the instructor; the other said “maybe, it depends on the course.”<sup>1</sup>

### DUKE UNIVERSITY, Durham, North Carolina

#### *Bass Fellow Instructor, Psy390S: In Pursuit of Happiness: The Science of Well-Being*

1/2015-5/2015

- Independently created and applied to teach a seminar on the Psychology of Well-Being for senior undergraduates through Duke Graduate School’s competitive Bass Instructional Fellowship.
- Received “*excellent*” (5/5) ratings from the vast majority of students and 4/5 from the rest on Duke’s Course Evaluations for the quality of my course and instruction, preparation, intellectual stimulation, accessibility, enthusiasm, feedback/grading, clarity, and fostering a positive learning environment.
- Student comments were *unanimously* positive: e.g., “one of the most interesting classes I’ve taken; learned a lot and really enjoyed it!” “The instructor made the material very interesting and engaging,” “The instructor was extremely enthusiastic and knowledgeable about the topic and promoted a very positive environment for fostering learning,” “This incredible course should be a requirement for all.

### DUKE UNIVERSITY, Durham, North Carolina

#### *Teaching Assistant, Angie Vieth, Ph.D; Research Methods in Social Psychology*

1/2014- 5/2014

- Graded papers with rubrics and provided students with detailed feedback to improve their writing skill

### Teaching & Mentoring (continued)

**Teaching Assistant & Section Leader**, Nancy Zucker, Ph.D; Abnormal Psychology 8/2013- 12/2013

- Led two weekly discussion sections of twenty-five students, reviewing assigned readings and facilitating better comprehension and application of the course material.
- Developed & used grading rubrics for six paper assignments & provided extensive feedback to students

**Instructor**, Psy312S: Seminar in Positive Psychology 7/2013-8/2013

**Instructor**, Psy175BS: Psychology of Positive Emotion and Experience 7/2012-8/2012

- Independently created and taught an intensive six-week introductory course in positive psychology for Duke undergraduates and facilitated class discussions on the course material for two summers.
- Received “*excellent*” (5/5) ratings from *all* students for the quality of my instruction, course, intellectual stimulation, feedback, enthusiasm and accessibility; student comments were *unanimously* positive: e.g., “most interesting and enjoyable class I’ve taken at Duke,” “made class a lot of fun and material easier to learn,” “extremely engaging with lectures and easy to talk to,” and “truly life-changing if applied!”

**Research Mentor**, Psychology & Neuroscience Vertical Integration Program 2011-2012

- Teaching included how to do literature searches and write a literature review; research methods and design; how to select, perform, and interpret appropriate statistical analyses for specific research questions; how to cogently present results in writing and posters, and professional development issues.

**Graduation with Distinction Advisor & Committee Member**, Jaeyhuk Lee 2012

- *Honor’s Thesis*: Asian-Americans and Racial Differences in Self-Presentation

### UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA

**Teaching Assistant**, Jon Baron, Ph.D; Judgment and Decision-Making 1/2010- 5/2010

- Led recitation sections and review sessions before exams in addition to weekly office hours.
- Developed grading rubrics for exams and the final paper and graded them as well as assignments.

**Teaching Assistant**, Joe Kable, Ph.D; Personality and Individual Differences 9/2009-12/2009

- Helped construct 4 exams; graded exams & final papers using jointly developed grading rubrics.
- Led review sessions before exams in addition to several weekly office hours.

**Research Mentor**, Leah Brogan; Psychology Independent Study 2008-2010

- *Honor’s Thesis*: The Catch-22 in Self-Control Intervention

### FRENCH MINISTRY OF EDUCATION, Noisy-le-Grand, France 9/2006-6/2007

**Assistante de Langue Anglaise, Primaire**

- Taught English to 8 classes of twenty to thirty 7-11 year-old students at two elementary schools in a disadvantaged suburb of Paris and effectively managed the classroom, addressing discipline issues.
- Led classroom instruction, lesson plan development, and Anglophone culture education by developing creative and fun approaches to teaching the English language using minimal resources.
- Adapted teaching for a range of English levels, ages/developmental stages, and learning styles.
- Monitored students’ academic progress & socioemotional development; mentored struggling students.

### THE HEWITT SCHOOL, New York, New York

**Math Tutor** 2000 –2004

- Augmented classroom learning with customized one-to-one instruction (later by phone and e-mail)

**Mentor, The Math Forum**: a National Science Foundation math education project 2001-2003

## Invited Guest Lectures & Presentations

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Society of the Teaching of Psychology's Annual Conference on Teaching (ACT), <i>Highlighting Diversity and Inclusive Excellence in Job and Promotion Materials</i>	2020
American Psychological Association (APA) Annual Convention, STP Presidential Address Panel, <i>Strengthening Divisional Diversity by Creating Meaningful Spaces for All Voices</i>	2020
National Institute of the Teaching of Psychology, Teaching Slam, <i>Secret SANTA-Small, Anonymous, Nice &amp; Thoughtful Acts—to Enhance Learning &amp; Belonging</i>	2020
University of Michigan, Enriching Scholarship Conference, "Lightning" and Thunder Talk-Digital Pedagogies and Innovations, <i>Reflective Blogs to Facilitate Critical Thinking and Communication Skills and Engagement with Peers</i>	2019
University of Michigan, MARI Postdoctoral Clinical Talk, <i>Positive Psychotherapy for Teens</i>	2018
University of Toledo, Social Psychology & Health Brown Bag, <i>Self-Presentation &amp; Health</i>	2017
University of Michigan, MARI Intern Clinical Presentation, <i>Positive Psychotherapy</i>	2017
University of Michigan, University Center for the Child & Family, Community Outreach Workshop, <i>Parenting Through Separation &amp; Divorce</i>	2016, 2017
Duke University, Clinical Psychology Brown Bag, <i>Behavioral Authenticity and Well-Being</i>	2014
Duke University, Psychology Majors' Union, <i>Love and Romantic Relationships</i>	2013
Duke University, Positivity in Action Initiative, <i>Interpersonal Relationships and Love</i>	2012
Duke University, VIP Panel Speaker: <i>Graduate Schools in Psychology</i>	2011
Hewitt School, <i>STEM (Science, Technology, Engineering &amp; Math) Career Panel Discussion</i>	2010
University of Pennsylvania, <i>Biased Judgment and Decision-Making in Anxiety Disorders</i>	2010
University of Pennsylvania, Personality Psychology, <i>Personality Disorders</i>	2009
University of Pennsylvania, Personality Psychology, <i>Abnormal Psychology</i>	2009
City University, Quantitative Research Methods, <i>Effects of Smiling on Mood</i>	2007

## Teaching Conferences & Specialized Training

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- UNIVERSITY OF MICHIGAN SCIENCE COMMUNICATION FELLOWSHIP** 2021
- Selected to participate in the University of Michigan Museum of Natural History's Winter 2021 Science Communication Fellows program, which entails several virtual training workshops culminating in my delivering an interactive virtual presentation for a general audience, and will also improve my teaching.
- NATIONAL INSTITUTE OF THE TEACHING OF PSYCHOLOGY CONFERENCE**
- National Institute of the Teaching of Psychology (NITOP) Virtual Conference** 2021
- Invited to present one of six "Teaching Slams" to  $\cong$  500 educators online that was very well-received; participated in virtual sessions by national experts on current best practices to improve my teaching.

## Teaching Conferences & Specialized Training *(continued)*

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### **SOCIETY OF THE TEACHING OF PSYCHOLOGY (STP) ANNUAL CONFERENCE ON TEACHING (ACT) Virtual Conference**

2020

- Delivered a well-regarded synchronous session on *Highlighting Diversity and Inclusive Excellence in Job and Promotion Materials* and created supplementary materials with the rest of the STP Diversity Committee; actively participated in virtual sessions on best practices for inclusive teaching online and social justice.

### **AMERICAN PSYCHOLOGICAL ASSOCIATION ANNUAL CONVENTION**

2020

#### **Division 2 Presidential Address Panel Member**

- Invited to participate in a well-received panel on *Highlighting Diversity and Inclusive Excellence in Job and Promotion Materials* and created supplementary materials with the rest of the STP Diversity Committee; actively participated in virtual sessions on best practices for inclusive teaching online and social justice.

### **INCLUSIVE TEACHING PROGRAM FOR LECTURERS**

**Center for Research on Learning and Teaching (CRLT), Ann Arbor, MI.**

2019-2020

*Instructor:* Victoria Genetin, Ph.D.

- Selected for a competitive CRLT-run program for lecturers with prior training on inclusive teaching; participated in a workshop and 3 teaching circle meetings to discuss key research-based inclusive teaching principles, reflect on and identify strengths and areas for growth, and develop course revisions that I successfully implemented in my next research methods course with positive student feedback.

### **NATIONAL INSTITUTE OF THE TEACHING OF PSYCHOLOGY CONFERENCE**

**National Institute of the Teaching of Psychology (NITOP) Conference, St. Pete, FL**

2020

- Chosen to present a competitive “Teaching Slam” to  $\cong$  450 educators that was very well-received; participated in sessions by national experts on current best practices to improve my own teaching.

### **ANNUAL CONFERENCE ON TEACHING & SOTL WRITING WORKSHOP**

**STP’s Annual Conference on Teaching (ACT) Denver, CO**

2019

*Mentor:* Georjeanna Wilson-Doenges, Ph.D

- Selected to participate in the Society of the Teaching of Psychology (STP, APA Division 2)’s ACT SoTL Writing workshop on conducting and publishing methodologically rigorous scholarly work to enhance teaching and advance learning (SoTL). Initiated research project on a growth mindset syllabus intervention with the goal of eventually publishing results in a peer-reviewed journal upon completion.

### **ACT TEACHING OF PSYCHOLOGY INCUBATOR (TOPInc)**

**STP’s Annual Conference on Teaching (ACT), Denver, CO**

2019

*Mentors:* Eric Landrum, Ph.D., Anna Ropp, Ph.D., Jane Halonen, Ph.D., Garth Neufeld, M.A.

- Selected to participate in business-like incubator on developing innovative non-scholarly contributions to the teaching of psychology to build on the success of the psychoeducational Twitter account @WellWeds I started in 2014 to provide research-based wellness information and support and conduct educational chats about wellness, particularly mental health, with now thousands of followers. I have since expanded to Instagram to reach more youth to better address the youth mental health crisis. I hope to continue expanding my influence as a clinician-educator to better address mental illness by destigmatizing it and helping those struggling get the evidence-based treatments everyone deserves.

## Teaching Conferences & Specialized Training *(continued)*

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### **TEACHING BY THE SEAT OF YOUR PANTS: USING IMPROV PRINCIPLES**

**American Psychological Association Annual Convention**, Chicago, IL. 2019

*Instructors:* Eric Landrum, Ph.D., Jane Halonen, Ph.D., Jen Dyer-Seymour, Ph.D., & Garth Neufeld, M.A.

- Observed and participated in improvisational activities to strengthen my ability to think on my feet to better manage the classroom and improve my teaching with improvisational theater principles.

### **TEACHING INTEGRATIVE PSYCHOLOGICAL SCIENCE**

**International Convention of Psychological Science Teaching Institute**, Paris, FR. 2019

*Organizers:* Douglas Bernstein, Ph.D. & Nathalie de Kernier

### **CRLT WORKSHOP - FACILITATING PSYCHOLOGY SEMINARS**

**Center for Research on Learning and Teaching (CRLT)**, Ann Arbor, MI. 2019

*Instructor:* Ronit Allen, Ph.D.

- Participated in a departmental workshop on inclusive and interactive approaches to facilitate discussion in small seminar courses in psychology at the University of Michigan and effectively address challenges.

### **TRANSPARENCY FOR EQUITY: PRINCIPLES OF TRANSPARENT ASSIGNMENT DESIGN (INCLUSIVE TEACHING @ MICHIGAN SERIES)**

**Center for Research on Learning and Teaching (CRLT)**, Ann Arbor, MI. 2019

- Participated in CRLT workshops on current best inclusive teaching practices, with a focus on transparency, particularly in assignment design and grading, and revised an introductory assignment for social research methods accordingly and CRLT's Disability and Accessible Teaching Workshop.

### **NATIONAL INSTITUTE OF THE TEACHING OF PSYCHOLOGY CONFERENCE**

**National Institute of the Teaching of Psychology (NITOP) Conference**, St. Pete, FL 1/2019

- Presented a competitive "Teaching Slam" to ≈ 350 educators and actively participated in sessions by national experts on current best practices to improve my own evidence-based teaching practices.

### **APS TEACHING INSTITUTE PRE-CONFERENCE**

**Association of Psychological Science Teaching Institute Conference** San Francisco, CA 6/2018

- Presented and actively participated in sessions by international experts on the research and application of empirical approaches to teaching psychological science to improve mine with current best practices.

### **CRLT WORKSHOP - ENGAGING STUDENTS IN LARGE CLASSES**

**Center for Research on Learning and Teaching (CRLT)**, Ann Arbor, MI 5/2018

*Instructors:* University of Michigan's CRLT trainers

- Participated in a departmental workshop on current best practices and instructional technology to engage students in large psychology courses at the University of Michigan.

### **DUKE CERTIFICATE IN COLLEGE TEACHING**

**Duke University Graduate School**, Durham, NC 2017

- Duke's Certificate in College Teaching (CCT) program combines departmental training and resources with programming from The Graduate School to provide systematic pedagogical training that promotes current best practices in teaching and learning, appropriate use of instructional technology, and

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**Teaching Conferences & Specialized Training (continued)**


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- systematic assessment of student outcomes. A reflective teaching practice including peer observation and development of a teaching portfolio is required in addition to coursework on teaching.

**TEACHING IDEAS WORKSHOP - IMPROV FOR TEACHING**

Duke University Graduate School, Durham, NC

10/2014

Instructor: *Jaybird O'Berski*, Ph.D.

- Participated in a series of activities and exercises to improve my ability to think on my feet and learn how my teaching practice could benefit from the craft of improvisation and theater.

**PREPARING FUTURE FACULTY PROGRAM**

Duke University Graduate School, Durham, NC

7/2013-8/2014

Instructors: *Hugh Crumley*, Ph.D & *Doug James*, Ph.D

- Selected to participate in Duke's competitive *Preparing Future Faculty program* with 25 Ph.D students, which entailed learning about the broad range of faculty roles and responsibilities by visiting nearby campuses, working closely with mentor Dr. Cynthia Edwards at Meredith College, and attending colloquia on critical issues in academia, such as tenure, research, teaching, and service. Also attended annual Teaching IDEAS (Instructional Development for Excellence And Success) Series. Topics included: Teaching Introductory Courses; Facilitating Discussion, Daring to Debate: Strategies for Teaching Controversial Topics.

**TEACHING IDEAS WORKSHOP - ACTIVE LEARNING FOR ONLINE TEACHING**

Duke University Center for Instructional Technology, Durham, NC

3/2014

- A panel of Duke faculty shared examples of effective active learning strategies that promote student engagement and learning outcomes for online instruction, which can be challenging to keep active.

**TEACHING IDEAS WORKSHOP - FLIPPING YOUR CLASSROOM**

Duke University Graduate School, Durham, NC

3/2013

Instructor: *Barbi Honeycutt*, Ph.D.

- Participated in a flipped workshop led by the Director of Graduate Professional Development and Teaching Program and founder of Flip It Consulting, L.L.C. to learn how to FLIP the dynamic of the learning environment and Focus on your Learners by Involving them in the Process.

**TEACHING IDEAS WORKSHOP - THE ART OF TEACHING: USING ACTING TECHNIQUES IN THE TEACHING/LEARNING PROCESS**

Duke University, Durham, NC

11/2012

Instructor: *Gregory Justice*, Ph.D., Associate Professor of Theatre Arts, Virginia Tech

- Participated in a workshop to learn some of the techniques used by professional theatre, film and television performers that can be used to enhance communication effectiveness with students, faculty, and staff. Topics examined include: nerves, using the body & voice in a more dynamic way, and improving your creativity through imagination, concentration, observation and relaxation.



# Conference Presentations

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- Gohar, D.** (February 2021). *Facilitating Student Belonging and Social Connection Online*. Talk to be given at the Society of the Teaching of Psychology (STP) Preconference at the Society of Personality and Social Psychology (SPSP) Virtual Conference
- Gohar, D.** (January 2021). *Facilitating Diverse Student Participation with Silent Conversations*. Invited talk/Teaching Slam at the National Institute of the Teaching of Psychology (NITOP) Virtual Conference
- Bernsten, L., Cervantes, S., **Gohar, D.**, Haynes-Mendez, K., Lovell, J., Sathy, V. & Tormala, T. (October 2020) *Highlighting Commitment to Diversity and Inclusive Excellence in Job and Promotion Materials*. Synchronous session presented at the virtual Society of the Teaching of Psychology (STP) Annual Conference on Teaching (ACT)
- Gohar, D.**, Haynes-Mendez, K., Komarraju, M., Obeid, R. Tormala, T., & Fineburg, A., (August, 2020). *Strengthening Divisional Diversity by Creating Meaningful Spaces for All Voices*. STP Presidential Hour Panel recorded for the virtual American Psychological Association Annual Convention
- Joseph, C. & **Gohar, D.** (May, 2020) *What Helps Students Learn and Succeed in College?* Poster Presentation for University of Michigan's Undergraduate Research Opportunity Program Spring Symposium Online
- Gohar, D.** (February, 2020). *How People's Self-Presentational Variability and Congruence Relate to How They Feel During Social Interactions*. Poster presentation at the annual Society of Personality and Social Psychology (SPSP) Conference, New Orleans, Louisiana.
- Gohar, D.** (November, 2019) *Effective Active, Experiential, and Reflective Learning Exercises for Teaching Positive Psychology*. Society of the Teaching of Psychology (STP)'s International Twitter Conference  
\*Winner of STP Most Engaging Poster Award
- Gohar, D.** (May, 2019). *How People's Motivations for Self-Presentational Variability and Congruence Relate to Their Well-Being*. Poster presented at the Society for the Science of Motivation, 12<sup>th</sup> anniversary meeting, Washington, D.C.
- Gohar, D.** (March, 2019). *Effective Active, Experiential, and Reflective Learning Exercises for Teaching Positive Psychology*. Poster presented at the biannual International Convention of Psychological Science, Paris, France.
- Gohar, D.** (March, 2019). *The Immediate Psychosocial Implications of Self-Presentational Variability and Congruence in Everyday Social Interactions*. Poster presented at the biannual International Convention of Psychological Science, Paris, France.
- Gohar, D.** (January, 2019). *Experiential Demonstration of the Broaden Theory of Positive Emotion*. "Teaching Slam" presented at the annual meeting of the National Institute of the Teaching of Psychology (NITOP), St. Petersburg, FL.
- Gohar, D.** (January, 2019). *Course Sharing: Positive Psychology*. Poster presented at the annual meeting of the National Institute of the Teaching of Psychology (NITOP), St. Petersburg, FL

### Conference Presentations (continued)

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- Gohar, D.** (November, 2018). *Facilitating Active and Experiential Learning in Positive Psychology*. Society of the Teaching of Psychology (STP)'s International Twitter Conference  
\*Winner of STP Most Engaging Poster Award
- Gohar, D.** (May, 2018). *Facilitating Active and Experiential Learning in Positive Psychology*. Poster presented at the 30<sup>th</sup> annual meeting of the Society for Teaching Psychology Teaching Institute at the Association of Psychological Science Convention, San Francisco, CA.
- Gohar, D.** (March, 2018). *Facilitating Active and Experiential Learning in Positive Psychology*. Poster presented at the annual meeting of the Society for Teaching Psychology at the Society for Personality and Social Psychology Conference, Atlanta, GA.
- Gohar, D.,** Leary, M.R., & Costanzo, P.R. (March 2018) *Self-Presentational Congruence, Variability, and Health*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Atlanta, GA.
- Gohar, D.** (November, 2018). *Facilitating Active and Experiential Learning in Positive Psychology*. Poster presented at the Society for Teaching Psychology's International Twitter Poster Conference.
- Gohar, D.** (May, 2017). *Best Practices in Teaching Positive Psychology*. Poster presented at the annual meeting of the Society for Teaching Psychology Teaching Institute at the American Psychological Association Convention, Washington, D.C.
- Gohar, D.,** Leary, M.R., & Costanzo, P.R. (February, 2014) *Self-Presentational Authenticity, Variability, and Well-Being* Poster presented at the annual meeting of the Society for Personality and Social Psychology, Austin, TX.
- Gohar, D.,** Leary, M.R., & Costanzo, P.R. (January, 2013) *Self-Presentational Authenticity and Healthy Psychological Functioning*. Data Blitz presented at the annual meeting of the Society of Personality and Social Psychology for the Social Personality & Health Network, New Orleans, LA.
- Gohar, D.,** Leary, M.R., & Costanzo, P.R. (January, 2012) *Self-Presentational Congruence, Variability, and Psychosocial Adjustment*. Poster presented at the annual Self & Identity Preconference for the Society of Personality and Social Psychology, San Diego, CA.
- Gohar, D.,** Leary, M.R., & Costanzo, P.R. (March, 2012) *Self-Presentational Flexibility and Adjustment*. Poster presented at Social Psychology at the UNC & Duke Conference, Durham, NC.
- Lee, J., & **Gohar, D.** (May, 2012). *Asian-Americans and Racial Differences in Self-Presentation*. Poster presented at the annual Vertical Integration Program Research Presentation Day at Duke University, Durham, NC.
- Gohar, D.,** Baumeister, R.F., & Tice, D.M. (June, 2010). *Improving Self-Regulation: The Role of Positive Affect*. Symposium presented at the biannual European Conference on Positive Psychology, Copenhagen, Denmark.
- Brogan, L., **Gohar, D.,** & Duckworth, A. (May, 2010). *The Catch-22 in Self-Control Intervention*. Poster presented at the University of Pennsylvania's annual Psychology Research Symposium, Philadelphia, PA.
- Gohar, D.,** Gilbert, D.T., & Morewedge, C.K. (January, 2006). *Self-Other Differences in Affective Forecasting*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Palm Springs, CA.

## Publications

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- Gohar, D.**, Leary, M.R., & Costanzo, P. (2021). Self-presentational congruence and psychosocial adjustment. Manuscript revision in preparation.
- Gohar, D.** (2021) Behavioral variability, authenticity, and psychosocial adjustment: When is behavioral variability adaptive? Manuscript revision in preparation.
- Gohar, D.**, Leary, M.R., & Costanzo, P. (2016). Self-presentational congruence and psychosocial adjustment: A test of three models. *Journal of Social & Clinical Psychology, 35*(7), 588-607.
- Leary, M. R., & **Gohar, D.** (2014). The role of self-reflection in the generation and regulation of affective experience. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *The Handbook of Affective Sciences*. New York: Oxford University Press.
- Gohar, D.** (2013). Improving self-regulation: The role of positive affect. Manuscript in preparation.
- Rozin, P. & **Gohar, D.** (2011). The pleasure and memory of eating and meals. In: V. R. Preedy, R. R. Watson, & C. R. Martin (Eds.), *Handbook of Behavior, Diet, and Nutrition*. New York: Springer
- Gohar, D.** (2010). R. Coleman Curtis' Desire, Self, Mind, and the Psychotherapies: Unifying Psychological Science and Psychoanalysis. *Psychologist-Psychoanalyst, 30*(2), 40-44.

## Research Experience

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### UNIVERSITY OF MICHIGAN, Ann Arbor, MI

#### Undergraduate Research Opportunity Program (UROP)

**Research Mentor**, Student: *Michael Hicks*, Sophomore Transfer Student from U-M-Dearborn

- Mentoring an underrepresented undergraduate student, which includes supportive advising and an introduction to all stages of the research process—from how to do research for and write a literature review, to how to cogently present analyzed results in writing and orally—testing the efficacy of a syllabus intervention to foster a growth mindset and improve undergraduates' engagement in and decrease their anxiety about taking a fundamental research methods in psychology course.

#### Undergraduate Research Opportunity Program (UROP)

**Research Mentor**, Student: *Cassandra Joseph*, Premedical Freshman

2019-2020

- Mentoring included support adjusting to college life in addition to instruction on how to do literature searches and write a literature review, how to design a scholarship of teaching and learning SoTL research project on a growth mindset intervention and get Institutional Review Board approval, and how to create a research poster and cogently present hypothesized results.

### DUKE UNIVERSITY, Durham, North Carolina

8/2010 – 05/2015

#### Leary Self, Emotion, & Behavior Lab & Interdisciplinary Behavioral Research Center

**Principal Investigator**, MARK LEARY, Ph.D & PHILIP COSTANZO, Ph.D

- Attended biweekly lab meetings to discuss and assist with ongoing research projects at the Leary lab.

### Research Experience (continued)

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- Wrote and managed Institutional Review Board protocol for two-part laboratory study examining self-presentational variability, authenticity, and well-being with self-report measures and a behavioral measure of self-presentation from participants' presentations to various unfamiliar targets.
- Conducted training sessions with five RA's to facilitate reliable coding of their personality impressions.
- Wrote Institutional Review Board protocol for experience-sampling study culminating in my dissertation examining the psychosocial impact of people's self-presentational behavior and motivation in everyday social situations. Data has been collected and analyzed and is currently being written for anticipated dissertation defense in March 2016.

#### **UNIVERSITY OF PENNSYLVANIA**, Philadelphia, Pennsylvania

##### **Rozin-Goodwin Laboratory in Social, Cultural, & Moral Psychology**

*Graduate Group Member*, PAUL ROZIN, Ph.D

6/2009-5/2010

- Attended weekly lab meetings to discuss research projects and participate in frequent interdisciplinary guest lectures on related topics; e.g., Psychology of Religion, Infection vs. Contagion, Neuroenhancers.
- Executed and analyzed data from an initial study examining people's awareness of their "hedonic trajectories" in various domains—do people know whether they tend to get more pleasure out of *anticipating* a positive *future* event, *reminiscing* about a *past* event, or *savoring* a *present* event—and their role in temporal decision-making. Also examined French-American differences in pleasure and food.

##### **Positive Psychology Center**

7/2008-5/2010

*Co-Investigator*, MARTIN SELIGMAN, Ph.D & ANGELA DUCKWORTH, Ph.D

- Collaborated with administrators and teachers at RIVERDALE COUNTRY SCHOOL in New York City to conduct a 13-day intervention to increase self-control in 7<sup>th</sup> and 8<sup>th</sup> grade students whose parents had consented to their participation. Ran group sessions to assess students' self-regulatory capacity both before and after the intervention with computer-based tasks of executive function, collected the data, and analyzed the results. (Despite some promising findings, many students who exhibited low self-regulation at baseline failed to do their assigned self-control exercises with sufficient regularity for improvement, demonstrating a possible "Catch-22" to self-control intervention.)
- *Principal Investigator* (wrote and managed the Institutional Review Board protocol) for two experiments I designed with mood and motivation manipulations to examine their impact on self-regulation and whether positive affect could counteract "ego depletion" of self-control. (I recruited and ran subjects for these studies, collected and analyzed the data, but had difficulty publishing this body of work without determining the exact mechanism by which positive mood improves self-regulation.)

#### **HARVARD UNIVERSITY**, Cambridge, Massachusetts

##### **Social Cognition and Emotion Laboratory**

*Research Assistant*, DANIEL GILBERT, Ph.D

9/2004-8/2005

- Actively assisted in all stages of the research process, including subject recruitment, experiment design and execution, and data management & analysis in SPSS with Carey Morewedge for 10+ hours/week

#### **COLUMBIA UNIVERSITY**, New York, New York

*Research Assistant*, CAROL DWECK, Ph.D

6/2004-8/2004

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### Research Experience (continued)

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- Tested a computer-based intervention program designed to increase the motivation and performance of middle school students by teaching a malleable theory of intelligence for research on *Applying Achievement Motivation to the Stereotype Threat Model*.
- Investigated academic contexts that affected students' vulnerability to stereotypes.
- Handled subject recruitment, research and lab logistics, data collection, compliance with college research and legal protocols, running studies, and participant debriefings.
- Recognized for meticulous attention to detail, effective people management, and job commitment.

## Fellowships & Awards

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<i>STP Early Career Psychologist Travel Grant</i> (\$500), Society for the Teaching of Psychology	2020
<i>Inclusive Teaching Program for Lecturers Grant</i> (\$1000), University of Michigan CRLT	2019
<i>STP International Twitter Conference Award</i> , APA's Society for the Teaching of Psychology.	2019
<i>STP Early Career Psychologist Committee's Annual Conference on Teaching Registration Award</i>	2019
<i>STP International Travel Grant</i> (\$1500), APA's Society for the Teaching of Psychology	2019
<i>STP International Twitter Conference Award</i> , APA's Society for the Teaching of Psychology.	2018
<i>Neil Kalter Fellowship</i> , University of Michigan, University Center for the Child and Family	2016
<i>The Bass Instructional Fellowship</i> , Duke University	2015
<i>The Ottis Green Fellowship</i> , Duke University	2014-2015
<i>Preparing Future Faculty Fellow</i> , Duke University	2013-2014
<i>The Neil Williams Presidential Fellowship</i> , Duke University	2013-2014
<i>The Dean's Graduate Fellowship</i> , Duke University	2010-2013
<i>The James B. Duke Fellowship</i> , Duke University	2010-2012
<i>Graduate Student Travel Award</i> , International Society for Self & Identity	2012
<i>Claire Hamilton Graduate Studies Conference Travel Award</i> (\$750), Duke University	2012, 2013
<i>Vertical Integration Program Summer Fellowship</i> (\$1800), Duke University	2011
<i>SSRI Research Grant</i> (\$500-\$1000), Duke Interdisciplinary Initiative (DIISP/IBRC)	2010, 2011, 2015
<i>Dean's Psychology Summer Research Award</i> (\$1500), University of Pennsylvania	2009
<i>Benjamin Franklin Fellowship</i> , University of Pennsylvania	2008-2010
<i>Honorable Mention (4<sup>th</sup>)</i> , Fordham University's Applied Psychometrics Paper Contest	2005
<i>National Merit Scholarship Finalist</i>	2002
<i>Gold Medal</i> , The Greater Metropolitan New York Math Fair	2001

## Departmental & Field Service

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*STP Presidential Task Force on Integration of Diversity, Equity, and Inclusion (DEI) and International Initiatives Across STP Volunteer* 2021- Present

### Departmental & Field Service (continued)

<i>STP Promoting Diversity, Equity, and Inclusion Award Committee Member</i>	2021- Present
<i>Twitter Chat Leader</i> , Society of Personality & Social Psychology's chat on <i>Online Teaching</i> .	2020
<i>Michigan Transfer Pathways Initiative Research Mentor</i> University of Michigan	2020
<i>Inclusive Teaching Committee Member</i> , U. of Michigan's LEO Lecturers' Union	2020-2021
<i>Reviewer</i> , <i>Journal of Social and Clinical Psychology</i> .	2020-Present
<i>Diversity Committee Member</i> , Society for the Teaching of Psychology (APA Div. 2)	2019-Present
<i>Research Supervisor</i> , <i>University of Michigan Undergraduate Research Opportunity Program (UROP)</i>	2019-Present
<i>Intern Representative</i> , Mary A. Rackham Institute Clinical Training Committee	2016-2017
<i>Duke University Representative</i> , APA Society of Clinical Psychology (Division 12)	2013-2017
<i>Duke Student Liason</i> , Council of University Directors of Clinical Psychology	2012-2016
<i>Course Development Advisor</i> , Duke University's House Course <i>Positivity in Action</i>	2012
<i>Campout Research Coordinator</i> , Duke Interdisciplinary Initiative in Social Psychology	2011
<i>Departmental Representative Proxy</i> , Duke Graduate and Professional Student Council	2010-2011
<i>Reviewer</i> , <i>The Journal of Positive Psychology</i>	2010-2013
<i>Desk Duty Volunteer</i> , Duke Psychology Clinic	2010-2012
<i>Mentoring Fellow</i> , University of Pennsylvania Grad/Undergrad Mentoring Program	2009-2010
<i>Organizer &amp; Host</i> , University of Pennsylvania Psychology Prospective Weekend	2008-2010
<i>Class Representative</i> , City University MSc Program in Counselling Psychology	2007-2008

## Professional Memberships

<i>Society for the Science of Motivation</i>	2018-Present
<i>National Insitute of the Teaching of Psychology (NITOP)</i>	2018-Present
<i>Society for the Teaching of Psychology (APA Division 2)</i>	2017-Present
<i>Association of Psychological Science</i>	2016-Present
<i>Society of Clinical Child &amp; Adolescent Psychology</i>	2014-Present
<i>Social Personality and Health Network</i>	2012-Present
<i>International Positive Psychology Association</i>	2012-Present
<i>International Society of Self &amp; Identity</i>	2012-Present
<i>American Psychological Association</i>	2010-Present
<i>Society of Clinical Psychology (APA Division 14)</i>	2010-Present
<i>Society for Personality and Social Psychology</i>	2005-2006 & 2010-Present
<i>Society of Duke Fellows</i>	2010-2017
<i>British Psychological Society, Division of Counselling Psychology</i>	2007-2008

## Additional Skills & Languages

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- *Well-experienced* in the use of a variety of quantitative and qualitative research-gathering tools, including MediaLab, DirectRT, Qualtrics, and SurveyMonkey, and SPSS for data management and analysis.
- *Advanced* skills in multivariate statistical analyses, including multiple & logistical regression, factor & cluster analysis, and multivariate & univariate ANOVA; intermediate skills in SEM and MLM/HLM.
- *Advanced* use of **Powerpoint** and **Keynote** as well as **Canvas, Blackboard & Sakai** for instructional purposes, and rapidly gaining proficiency in integrating **student response systems** like **PollEverywhere** to facilitate active learning, which has been well-received by students thus far.
- **French** (Advanced), **Spanish** (Intermediate) & **Arabic** (Fluent comprehension; Intermediate spoken).

## Select Activities

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<b>Pointless School of Improv:</b> <i>Improv Student, Class Showcase Performer</i>	2017-2018
<b>Chapel Hill French Language Meetup Group:</b> <i>Member, Organizer</i>	2010-2015
<b>University of Pennsylvania Choral Society:</b> <i>Alto Member</i>	2008-2010
<b>Harvard Cabot House Musical &amp; Harvard Pforzheimer House Play:</b> <i>Lead Role</i>	2005-2006
<b>Harvard-Radcliffe Chorus:</b> <i>Alto Member</i>	2004-2006
<b>Music in Nursing Homes &amp; Hospitals Using Entertainment as Therapy;</b> <i>A Capella Volunteer</i>	2002-2005
<b>Boston Medical Center Pediatric Department:</b> <i>Volunteer</i>	2002-2004

# **1 Student Course Evaluation Comments**

## **(2019 Science of Happiness Seminar at U-Mich.)**

Would you take another course with the same instructor, Dina Gohar? Why or why not?

Comments
Yes, I believe she is an excellent instructor who truly cares about her students.
Absolutely, I learned a lot and loved the work both in class and outside of it!
definitely! she had a great energy and really knew the class material!
Absolutely! She is an educated, kind professor who clearly wants the best for their students in their own education. By the end of the course, she was one of the best professors I had in my entire 4 years at Michigan.
Yes! I really overall loved the class and Dr. Gohar was very engaging!
Yes, she cares about her students and understands them
Yes, I would! I really enjoyed learning from Professor Gohar and her enthusiasm was infectious. I think that she is new-er to teaching than many other instructors that I have had, but she is eager to learn and grow and facilitate the learning of her students. She was understanding, adaptable, and kind. Thank you for a great semester!
Yes, Dina truly cares about her student's success and making sure we learn the course content. She was very flexible with the class throughout the semester. I enjoyed her presence.
Yes, because Dr. Gohar has a great teaching style unlike other professors. She promotes growth mindset in her students.
Absolutely, and in fact I will take the Advance Lab in Social Psych she's teaching next semester. I picked that course mostly because she's teaching it. She's an amazing teacher and she really cares about her student. She's also very understanding and very accommodating.
Definitely yes! She was very engaging, encouraging, and made the material fun and relatable. Instead of worrying about getting assignments turned in, I was very interested in actually learning the material. This is because she has an amazing teaching style, that is caring and wants all of her students to succeed and be their best selves. I truly enjoyed taking this class with Dr. Gohar.
Yes. She cares about the students and doesn't want to make things harder than necessary. She values students' input, which i really appreciate
Maybe, it would depend on the topic.
I would because Dr. Gohar made the class fun and that is the most important thing in my mind – to have an instructor that makes you want to attend class and participate in class.
Yes, 100%. Because she makes me want to engage in class and makes everything so fun!
Yes! I really enjoyed it and feel better than I did before I started. I hope to use the things I've learned throughout my life.
Absolutely
yes because she wants to help her students
Yes, because of her energy and willingness to adapt to the needs of the students.