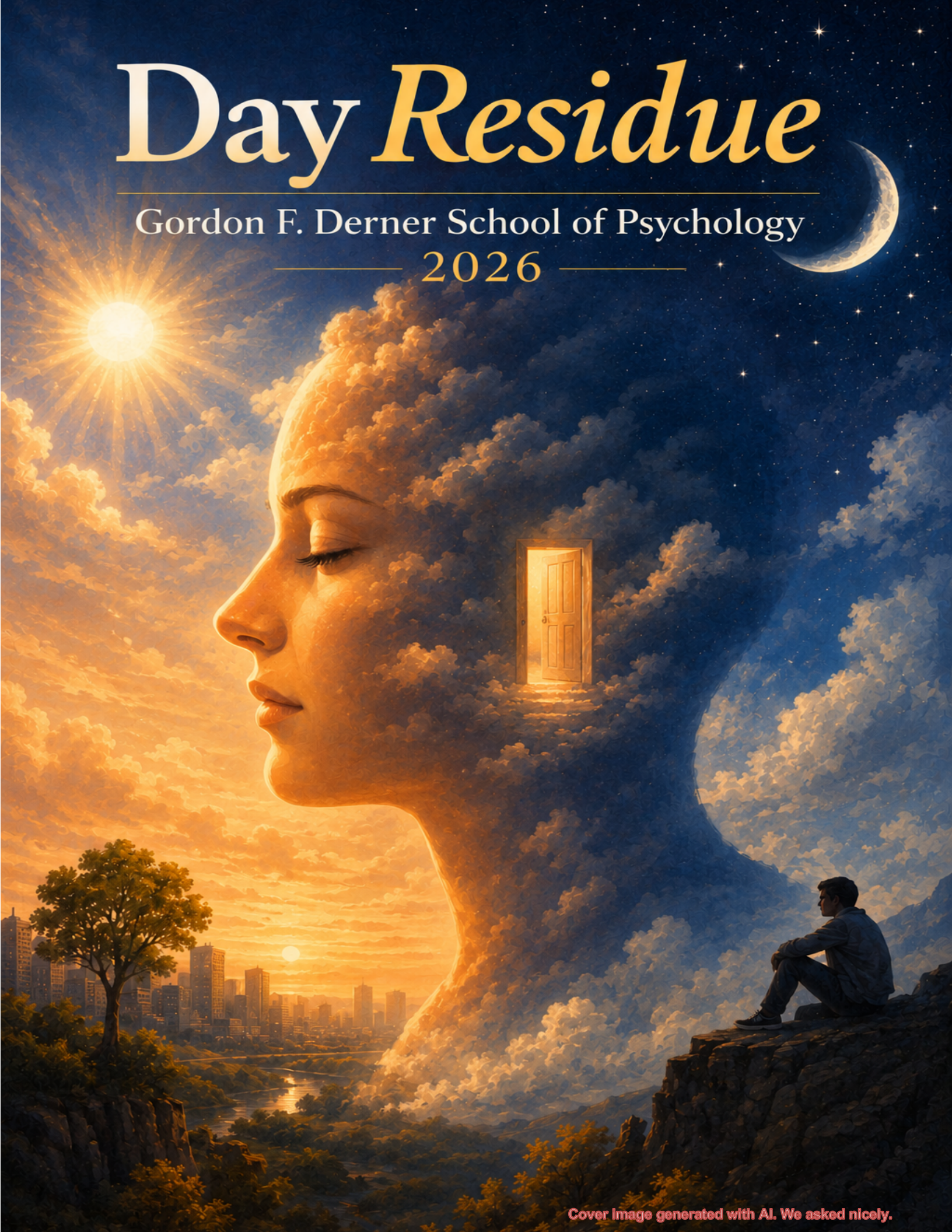


Day Residue

Gordon F. Derner School of Psychology
2026





DAY RESIDUE

ADELPHI
UNIVERSITY
NEW YORK

Day Residue 2026
The **Gordon F. Derner School of Psychology**
PhD Newsletter

Adelphi University

*Issue Editors: Esmeralda Aguilera, Yan Mei Nie, Danielle Polland,
Diana Kaziyev, Harry Risvas*

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In the Early Hour

by Preston H.

Percy, In His Room

Vapor envelops the room he sleeps in

a stubbed toe a memory

first sticks out a pillow and then a dream.

Grey table and a sun burnt part. The scene smells like

rust, milk, and poison.

Complains of voices

stuffed below:

who am I and where will I go?

In the early hour,

a greet

a story a drama,

a goodbye.

A book and a hook, a binder for feelings. A hug and a hurry.

What is this man trying to say?

Words offend the silence and a heartache presses. To me, in me.

goodbye is the matter

what is the unsayable?

what is in the air?

Enzo

A tour around this place reminds me of an analyst's office. Awkward and uncomfortable. Wanting to listen, wanting to spill. What is this thing that tickles me? A sputter of hot oil onto my hands and I will stay still.

As I sit, I wonder what marks the start of a quest. What makes these chairs have their own voices. Two seats away from you, does that mean I feel distant? What is the flavor of your silence, and what is the trick behind planting? Planting hope. I am here today to learn about hope. What is before hope is darkness. Will you teach me about darkness?

The structure of this nest feels solid. There is wood, there is direction, and there is a person.

There is a story on your mug.

What are you trying to suggest?

Hurry already, tell me how do I harness me. What is the glue you use to mend?

and what is this smell of white?

Enda

You remind me of my mother.

A swan who peels off its skin after a long day at work

what does vulnerability look like for you?

behind the barb there is a person.

behind your voice there is a silence.

a siren cautions you about me. is there a scribble I can decipher and a way I can pull,
you to me, me to you, so I can understand

who are you?

My projections tell you who I am and a dislike I feel. In spite of your rejection, I can
come closer. It takes courage to say these words. For it seems to blow you away. Hide
and seek, is this what we will play?

We asked our first-year students to share their year's highlights!

Ready for new adventures?

Highlights and Meaningful Experiences from the First Year Cohort

By Diana Kaziyev

Watching our externship assignments roll in through the group chat with Josh and Lily at the Naussau LIRR station was a highlight for me. - Rebecca Barnes

Bob saying "Bruh" - TK Fischman

Getting to know and connect with all the amazing people in our cohort has been a special experience. - Vivian Vu

Taking on my first ever in person clinical case in a therapeutic setting! - Maya Holcomb

Chatting with everyone at the station while we wait for our train, especially on the days when half the cohort commutes home together. - Joshua Burlacu

Going out for lunch after class as a cohort courtesy of Bob! - Tyler Kilpatrick

Derner's second year has the reputation of being a... *color shock*

(failed Rorschach reference)

We asked our second-years: is there anything that you will remember?

Notes from 2nd Year

Having my first cases after wanting to be a clinician for so long! ♡

Shoutout to Dr. Bascetta's testing supervision group! I looked forward to Wednesdays with y'all :) ♡

The simple yet powerful fact that we are all still here is a tremendous accomplishment.

Make of "here" what you will.

— Mx. Blue.

Getting to learn about Dr. Vaughan's experience on the show *Couples Therapy* ♡

Pursuing a Doctorate Overseas: Insights from a Great Colleague and Friend

an interview with Evangelia (Valia) Markopoulou, *Psychologist Ph.D.*

Harry Risvas: Dear Valia! So, first, would you like to introduce yourself and tell us what led you to pursue doctoral studies in Psychology? But first, tell us about your background.

Evangelia (Valia) Markopoulou: Thank you very much for the invitation. My name is Evangelia Markopoulou. I am a licensed psychologist in Greece. Currently, I am completing my doctoral degree in the Department of Psychology at the University of Athens, and the topic of my dissertation is the effects of climate change, and more specifically natural disasters, on children's mental health.

H.R.: This is very interesting and needed nowadays. Why did you decide to pursue doctoral studies in the first place?

E.M.: That is a very good question. I think it also has to do with why I chose Psychology in general. I have a particular love for listening to other people, to their stories. I am curious to learn things. I like to develop and evolve, and I like engaging with quite different fields within the discipline. So, for me, the doctorate was an opportunity both to learn many things and, through qualitative research, to be able to listen—and in that



Valia serves as Deputy Head at the Public Health & Policy Working Group of the European Student Think Tank. Photo courtesy of Valia Markopoulou.

way to feel that I am somehow helping these children, whom I consider very vulnerable.

H.R.: We know that the doctoral degree is a demanding process and that there are many differences from country to country. Considering how it connects with your own story, what would you say keeps you motivated in the process?

E.M.: In Greece, most doctorates in the humanities and social sciences, with some exceptions, are unpaid; you do not receive compensation, and in that sense, they are free. This creates a difficult condition for anyone who wants to follow that path, because somehow you also must make a living and have another job. So, you do not feel that you can devote yourself to the doctorate as much as one would like, because you do not have the right amount of time or energy during the week if you need

to work—and most people do need to work. That is the truth.

What has kept me going very much is that I really, really like my topic. I also liked my results very much; and I like writing. I think that is what keeps me going: *the fact that I like both the topic and the whole process of research and writing.*

H.R.: Writing as creation. Great! And would you like to tell us a little bit about this process? Because some of our readers certainly do not know how this happens on the other side of the Atlantic: when someone wants to pursue doctoral studies, what prerequisites are there, and what stages did your own work go through to advance to candidacy?

E.M.: Yes, this also depends a little on each department in Greece. In general, it is a prerequisite to have a master's degree, though it is not always necessary for the undergraduate and graduate studies to be related to the doctorate. Of course, the more relevant your studies are, the better you can support your eligibility for a doctorate. But I also know people who may have had a different undergraduate or graduate background yet were very interested in a topic and were able, through a doctoral dissertation, to carry it through.

So, one needs to have a master's degree, ideally, but not necessarily in the same field. Then some departments issue calls for applications: for example, twice a year, they open an official call that states the positions and the topics, and candidates are invited to submit supporting documents together with a proposal and to go through an interview. In other departments, as in my case, you

have a topic that you like very much. You present it to a professor whose research is relevant to it. You find a committee, and then it goes through the school's review board. So, in this way, you choose your topic and your area, you present it, and then it gets approved by a committee.

I also know that there are cases where, in other fields—I have not seen this in Psychology—there are projects that are already running, and the doctoral call is issued like a job posting. Usually those are paid.

And then, to complete the dissertation, again it is similar; it may differ depending on the department, though. It takes from three to six years. One needs to have a certain number of publications—again, depending on the department's regulations, it can be from one to three. And the defense of the doctoral dissertation is a public, open procedure with a seven-member committee.

H.R.: So, then, we are talking about someone who devotes themselves to a subject and tries to bring it to completion. Are there other things a doctoral student can do if their work is affiliated with a lab?

E.M.: Doctoral students may support their department in various ways, mainly by providing auxiliary teaching work. This may include proctoring examinations, grading papers, supervising undergraduate theses, supervising master's theses, and even giving lectures. From time to time, paid positions and calls are announced where one can teach and take on a course or give a lecture.

H.R.: Have you taught so far?

E.M.: I have given some individual lectures as part of my doctorate to undergraduate students, but I have not taken on an entire course.

H.R.: Was there anything that felt new to you when you gave those lectures? Something you will remember, perhaps with surprise or nostalgia?

E.M.: I think that, for me, it was quite moving that I was giving lectures in the place where I had been a student.

H.R.: That is indeed very moving.

E.M.: In the same lecture halls where I used to sit as a student and wait to learn, I sat on the other side. That thought moved me very much, because I am doing my doctorate in the same department where I did my undergraduate degree. So, every time I was very moved. Of course, okay, for the students it was just another ordinary class day. But for me it was somehow moving, and I was thinking about my whole path up to that point.

H.R.: Essentially, in the same department as your undergraduate studies, we have the sense that it also takes on the character of a family. Of course, that may not happen for everyone.

E.M.: I did not do my master's degree there, but the Department of Psychology was always a safe space for me, both when I was an undergraduate student and now during my doctorate. I mean, also in terms of the place itself, spatially-wise: the fact that everything has remained the same over all these years, nothing has changed, everything

is exactly the same. But also, the fact that I have always felt accepted. I have always felt that there were people there who were willing to listen to me, to embrace my ideas, and to give me opportunities. For me, it was that kind of place.

H.R.: You experienced it mostly as a supportive environment.

E.M.: Yes, for me, I have always experienced it as a supportive environment.

H.R.: And in the undergraduate program...

E.M.: And in the doctorate...

H.R.: And this is very useful, because some students may not feel that way within their department—not only in Greece, but also in the States.

E.M.: Yes, okay, I cannot say that I felt that way in all the departments or universities I attended. This is something that may also be related to the undergraduate studies there.

H.R.: Which are usually more emotionally charged, because they are our first contact with that whole academic world, which is strange.

E.M.: Yes. But professors always treated me with kindness, and I also made very good friends.

H.R.: Indeed, and that is very important. One is very lucky to have experienced that. And of course, you mentioned very clearly that there are obstacles when one is doing research, because now we are no

longer talking about a person who is affiliated with a lab and can participate in projects without any particular emphasis. You have chosen something to which you want to devote yourself, but the doctorate in this context seems to be primarily devotion—*research devotion*.

E.M.: Yes, you must craft a proposal, a research project that is large enough to last three years. And one piece of advice I give to younger people who ask me whether they should do a doctorate is that the topic really must be of interest to you. Because if it is a topic you do not like, it will not be easy to sacrifice your leisure time for three whole years, to sacrifice time from your holidays in order to study and read and engage with it. You might also invest a great deal of money. For example, I have presented at conferences abroad, and those expenses were not covered by the university. So, someone may spend a lot of to communicate their research. And if the topic does not attract you, I believe it becomes very, very difficult to do all of this over such a long period of time.

H.R.: **And since it presents these truly noteworthy difficulties, someone could ask: Are there perhaps advantages to doing research in Greece that are often ignored?**

E.M.: Let me speak about my own experience, because I do not know whether I can speak for others.

H.R.: **From your own experience, of course.**

E.M.: I believe there is something like that. The good thing in my case was that I had the opportunity to think of a topic myself that I liked very much, and I also had the opportunity to experiment with it a little. That is, within the framework of this doctorate, where no one pays me and I do not pay anything either, there is the possibility of conducting research that is methodologically riskier.

For example, I tried to combine all of my interests in my doctorate, which include art, psychodynamic theory, and the biopsychosocial model. I tried to synthesize all these somehow. And I think I would not easily have been given another such opportunity: to conduct a study, to take a methodological risk—which may not have turned out so well—but to feel that I am doing something of my own, something I like, perhaps something unique and outside the usual.

So, I think this is a positive message. Then, I believe that precisely because there are many difficulties for doctoral students, professors show understanding and support in many things. That is how I have understood it: professors understand the difficulties within the framework of the doctorate, so they show understanding and support. They are not people you have opposite you—always, at least. I am speaking from my experience in this doctorate. Of course, I have heard of cases, or I have had experiences in other contexts, where professors were not particularly supportive, but I do not think that is the rule.

In general, I think they show quite a lot of understanding.

And one more positive point—I would put this last—has to do, from a psychological perspective, with the fact that when you find something you really like and you feel that, despite the difficulties, you are focused on your goal, I think it gives you certain benefits in terms of discipline and internal rewards. You do not keep looking externally for recognition and reinforcement; rather, you can give meaning yourself to what you do and support it.

H.R.: So you have the described a Greece-specific framework. We would not say that it is 100 percent the average or the rule that may apply in the European Union. It is a particular hybrid in terms of how higher education functions in Greece. How do you imagine education in psychology differs between Greece and the United States?

E.M.: It is very difficult for me to imagine that someone must pay to do a doctorate. Because, at least in Greece, I think it is addressed to people who are already of a certain age or have already developed professionally, and you are at a stage of life where you probably already have expenses, have become independent, and have left your parents' home. For me, it is already very difficult not to be paid for doing it, and it is very difficult for me to imagine what it would be like if I also had to pay for it.

H.R.: I see.

E.M.: Given also that I am a person who lives alone, I live by myself, and I do not have financial support. So, I think that part seems very difficult to me. On the other

hand, I have the impression that doctorates in America also have a more educational character beyond being purely research-based. So perhaps things are somewhat balanced out in that one may come out more complete as a professional and not only as a researcher, receiving other resources beyond the research component. That is something I would have liked to have in my doctorate. I do not think that, for me, the end of my master's degree meant the end of my capacity to learn and develop in my field as a psychologist, beyond the research part. So, I think that is something I would like to see, or to have had the opportunity to learn more things about my field and my subject.

H.R.: That is characteristic of this field. They never consider you ready—not even here, after these studies. They tell you to be very careful, to keep your expectations very modest, and to be hesitant with the initiatives you take.

E.M.: Yes, I think there is a logic that exists quite a lot in Greece: that I got a degree, and I am done, and I will never read again, I will never deal with it again; or, even if I do a master's degree, I will never open a book again. That mentality exists quite a bit in Greece. I think it is not beneficial for professions—for me, for any profession, because everything evolves—but especially for professions that have to do with people.

H.R.: Do you think the way mental health is addressed changes between the two countries?

E.M.: In Greece, if we had asked this question two years ago, I would have said that nothing has changed. But now I have the sense that in Greece, too, things have

begun to change somehow. Somehow the discussion has arrived—and I think even at the national level—about standards becoming stricter regarding how this profession will be practiced. Nothing has happened yet, but at least there is a discussion in the field. I hear and discuss with many colleagues that things are somehow being set up to become a little stricter in Greece as well, regarding education and licensure. So, I think some steps will be taken in Greece. That is what I think.

H.R.: And now some final questions about your own work and your own research interests. Would you like to tell us, and very briefly, what you have found so far?

E.M.: Thank you very much for this question, because I am always happy to talk about my research. Let me say a few words about what exactly I did. Essentially, I developed a qualitative methodology protocol for school-aged children, ages six to eleven. I conducted interviews in an area that had suffered catastrophic floods. And when we say catastrophic, we mean that there were entire villages where the water reached houses' rooftops! So, it was a very large disaster, both environmental and human. I went eleven months later and interviewed the children there.

For me, it was very moving. I was afraid I would not find a sample. But it was very moving for me that, when I went, people were calling me and they very much wanted their children to participate, because they wanted to talk. They wanted someone to listen to them. They wanted someone to

listen to their children saying what it was, what they went through, how it affected them.

In those interviews, I also asked the children to draw, to make something with clay or plasticine, and I also administered a projective test. My results, in general, show that most children described feelings and states of anxiety, sadness, and loss. The dominant feeling was fear, which they had both while the disaster was happening, but which had also somehow remained over time until I saw the children.

But beyond that—and this was somehow pleasantly surprising—it appeared that they also had very great resilience. Apart from the fact that I could see that they were able to talk to me about very difficult topics with psychological composure, the children also described things that helped them, which had very much to do with their parents, siblings, and friends. Grandmothers were the also protagonists among the people who supported them. So, despite the difficulties, it seems that the children in those communities are very resilient.

H.R.: And why did you decide to choose a projective test to approach this topic?

E.M.: Because, from my own background, since I come from a psychodynamic background, I believe that through projective tests children are given a means to express something that may be more difficult for them to put into words through a direct interview. That is also why I used activities through art: because art offers a medium that embraces and holds emotions which are often very difficult to express in speech. Similarly, the projective test gave

them an additional medium: if something was very difficult for them psychologically, perhaps through the projective test they could express themselves and some further things could be heard. And that is what happened. I feel that it worked quite complementarily with the interview in most children.

H.R.: The broader framework of this concern, as I understand it, is climate change, right?

E.M.: Yes.

H.R.: And the shocking changes it brings about. But here we are speaking, in this specific case, about a sudden event, which of course we can place within the framework of climate change.

E.M.: It was an extreme weather phenomenon, and it has been attributed that the intensity of that rainfall—because of the storm, as we say in Greek—related to climate change. There had been very long periods of drought beforehand, but it was something people had not predicted would happen. A very, very large amount of rain fell. About a year's worth of rain fell in one day. Something very...

H.R.: People drowned; everything, the whole landscape, drowned under the water. I do remember it.

E.M.: Yes. Think about the fact that a lake was created there. It was very difficult and very shocking for the people who lived there.

H.R.: Exactly. Personally, because this is something that of course concerns an existential anxiety about the future—the climate condition and the climate crisis, even more so when it causes sudden phenomena—from what you have seen in your work and from listening to all these children, is there room for *hope* when you work on this subject?

E.M.: I have the sense that younger generations are quite familiar with the issue. Of course, because my sample included young children, the younger ones did not appear to have such a developed concern regarding climate change. But I think there was certainly a sensitization around the environment and the human relationship with nature.

And to tell the truth, I feel more optimistic working with children than I might feel working with adults.

H.R.: And why is that?

E.M.: Because I feel that their relationship with the environment is perhaps a little more sensitive. Children are sensitized; their relationship somehow takes on a more serious dimension, in terms of how they experience and grow up. And it is their own future first that is at stake.

H.R.: And to close, Valia, you have listened to children, and you have also worked clinically with children. What exactly have you been involved with?

E.M.: I have worked in various settings, both public settings and NGOs, and I have worked with adults and with children. But I think working with children has won me over more.

H.R.: What is more attractive to you about working with children?

E.M.: I am not exactly sure. It was a surprise for me as well during my studies. I thought that it would suit me more to work with adults, at least in theory. But when I started working with children, I felt that I had a good connection with them. I also felt that it suited my own therapeutic approach more, because I really like working with art and play, which is something that touches the pediatric population more than adults. But somehow, I saw that I had very good communication with children and their families, when practicing.

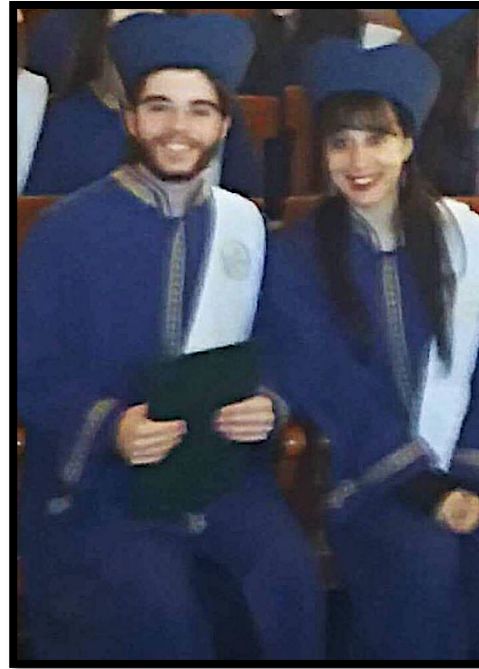
H.R.: What would you say to a child who is afraid for the future of the planet?

E.M.: I would tell them that nothing is predetermined, and that just as some things may happen and have adverse effects, many other things can likewise happen so that we can repair our relationship with nature and the planet.

Because now—and this is a little interesting, and I will leave you with this—climate change has in some way begun to fall more within the field of psychologists. In what sense? In the sense that we know what causes it. We know how we can do things to stop it. In other words, it is no longer a matter of insufficient knowledge. We cannot say that we do not know that we do not have the tools, that we have no idea what to do. We have a direction regarding what we can do, but we do not do it. So there lies a big question mark, which I think falls within the field of Psychology.

H.R.: Thank you very much for your time, my friend! We might live in a

distance now, but I always wish that we can collaborate and enjoy the meaningful parts of our discipline.



Me and Valia at our University of Athens Undergraduate Commencement (December 2017). Aren't our regalia cool?

A Helper's Dissent

by Ryan Mijumbi

When I was an undergrad Psych Major, I remember receiving this one piece of advice for writing personal statements reviewed by graduate programs and mental health clinics: don't say "I want to help people." They would try to explain why this sentiment was too cliché, too common, too overused. They would argue that it was not deep enough, that it is too weak to compel a reviewer, and that every helping profession or field ultimately helps people. They would claim that in order to help others, you need to find a deeper reason that makes you stand out and that you've gotta be more creative than the suckers to your left or right who believe "helping people" is a justified reason for pursuing a helping profession.

I think they see an applicant's desire to just "help people" as a naive statement that can only be believed if one closes their eyes to the turmoil, violence, and chaos of our societies, cultures, and environments. They believe that this "child-like" desire to help others like Superman lacks the nuance or complexity that the "real world" deals with in healthcare systems. There's this sense that if you truly wish to only "help people" then there is nothing unique about you because plenty of people in the world, in or out of your desired career, help people with far less training, degrees, or opportunities. Why should the almighty systems of academia and healthcare grant you safe passage through their curricula and onboarding if all you can babble from your mouth is, "I want to help people."

Us applicants are told to keep our desire to help our fellow man on the down low. We must be passionate to come up with different reasons for why we do what we do. But also, we must be dispassionate about our work in order to separate from it and not let it consume us. To care about your patient deeply, is to hesitate when applying the surgical precision of physical and mental treatment. To leave your answer at "wanting to help others," is to be stripped of context, meaning, and uniqueness by a cruel system that cannot fathom the depths of compassion it takes to want to care for others beyond yourself. Why not be a nurse? Why not be a teacher? Why not be a janitor? Why not be a librarian? Why are you helpers so hellbent on forcing your way into helping fields without bending the knee to your selfish or objective reasons for wanting to do this work!? Why can't you just give me a reason that's more thought out than, "I WaNt To hELp pEoPLe"!?

I'm done showing but not telling. I'm done being implicit and not explicit. I'm done with our societal fantasy that every one of us wants to genuinely serve others from the depths of our souls. News Flash! There is poverty but not enough people are willing to end it. There are genocides but those with power refuse to stop them. There are pandemics of the body and of the mind, and yet many would argue, "Am I my brother's keeper?", when they are asked to lift even a single finger to assist. Some people pat themselves on the back for merely thinking about doing the right thing but never actually providing material resources to those in need. I'm sick of being treated like my care, my passion, my voice, my drive, my mission, my purpose, my lovingkindness, and my desire for social justice are liabilities at the gates of academia or for safe passage through grueling healthcare settings.

I want to help people. I want to help them as a psychologist. I find humanity to be full of vibrant color in the stories we share and the lives we live. I am aware that many of our narratives are tinged with pain, dysfunction, harm, distress, trauma, and so many other stumbling blocks on our paths toward wholeness. That's why I want to be a psychologist. To be present with the other, to hear their story, to hold space for their thoughts, feelings, and bodies, and to co-create opportunities for understanding and healing. This is what I mean when I say I want to help people. I wish to meet them where they are at. Unfortunately, the inequities and heuristics embedded in the training and occupations of helping careers dismiss my cry before they even hear me out. All they'll see is "I want to help people..." and then write me off. In the same way we often write off the lived experiences and realities of those who Jesus once called, "the least of these."

To want to help and nothing else is more profound than even the most well articulated philosophy or ethical code. I no longer want to feel shame for being a helper. I no longer want to be coaxed by the fantasies of perfectionistic martyrdom or apathetic indifference. There is a way for us to heal and be healed and still have enough joy and compassion to care for humanity. To care is our strength, to have empathy is our daily cross, to help is our praxis, and to become a healer is resistance in a world that cannot believe that you'd choose that over anything else.

Although I may still have to play the game that academic and healthcare systems have forced upon us, I will always reject the jadedness that seeks to destroy helpers. Their monopoly over deciding who is worthy of becoming a helper is a power I choose to defy, even though I have benefited from their pity. I refuse to swallow the neuroses they subject current and future helpers to, which persecutes our heartfelt convictions to simply help others.

I want to help. The rest is commentary.

Internship applications are part of a very stressful and draining process during the fourth year. We never stopped listening to the rumors about them.

Are there any ways to navigate that process? Danielle asked our fourth-years. Here are their insights which Esme integrated in a special Day Residue collage.

DAY RESIDUE

PRESENTS:

ADVICE FROM FOURTH-YEARS

DREAMS FROM THE INTERNSHIP JOURNEY

Applying to clinical psychology internships can feel like stepping into the most high-stakes phase of doctoral training. Between crafting essays, selecting sites, and preparing for interviews, the process is as demanding as it is defining.

To offer a clearer, more grounded perspective, fourth-year students who have recently navigated the application journey offered some advice:

May these reflections hold you, steady you, and remind you: you belong in this room.

2 / 3

1. START EARLY & GIVE YOURSELF RUNWAY

I recommend setting a realistic schedule and starting your essays and other materials—and sharing with your advisor and Dr. Pal—as early as you can so you have lots of runway time to make any necessary edits and changes.

2. CONTAIN THE CHAOS

Having an organized spreadsheet makes a world of difference (called it my internship hub) with multiple tabs to include the site lists, due dates, LORS, interviews, and rankings all helps to contain the chaos.

3. GET SUPPORT & FEEDBACK

Feedback from individuals you trust and who have experience with internship applications is so important to making sure you are putting forward the strongest application possible.

4. BE KIND TO YOURSELF

Most importantly, be kind to yourself during this time and find a friend in your cohort you can turn to for venting, commiseration, and support.

5. UPDATE TIME2TRACK

Another practical thing: if you haven't already, update your time2track before the August update to get a clear sense of hours, and it's something off your plate before working on your portfolio.

6. IT'S A MARATHON, NOT A SPRINT

On a personal level, remember it's a marathon, not a sprint, and it's a race we're new to, so give yourself grace and take it one leg at a time. At the end of the day, you are a strong applicant who has a unique lens to offer, try to remind yourself of that as much as possible amongst all the crazy.

7. GET A SECOND SET OF EYES ON YOUR ESSAYS

Have someone who knows you really well read your essays.

8. CHOOSE THE CITY, NOT JUST THE SITE

If you find yourself deciding between two equally strong sites in different states, choose the one in the city where you'd most want to build your network.

9. YOUR ESSAYS WILL FEEL TERRIBLE

Everyone hates their essays at some point and when you do, just put them down.

10. BE YOU & BE SUPERVISABLE

Everything will be ok, it is not as bad as it seems! Follow Dr. Pal's deadlines and don't just talk about academics or clinical work they want to get to know who YOU ARE! P.S. they're also interviewing for their future supervisee so be supervisable while presenting your case on interviews!

11. REMEMBER: YOU BRING SOMETHING VALUABLE

The internship process is a long and demanding road, so start early, stay organized, review materials with trusted advisors who have been through this process many times, and be intentional about choosing experiences that both fill gaps in your training and strengthen your developing expertise. At the same time, remember to give yourself grace and exude confidence — you are bringing something valuable to the table so let that shine through!

YOU'VE GOT THIS. TRUST YOUR TRAINING. WE'RE ROOTING FOR YOU. ♥

Growing Together: A Conversation with Dr. Lisa Stern, Ph.D. on Relational Group Psychotherapy

By Esmeralda Aguilera, M.A.

Dr. Lisa Stern is, as she puts it, "of Derner," having come up through the doctoral program, the analytic program, and the group program at the Gordon F. Derner School of Psychology at Adelphi University.

For over 20 years she has led a supervision group for doctoral candidates who lead groups, and she now serves as director of the postgraduate group therapy training program. In this conversation, she reflects on the unique power of group work, the playfulness that sustains it, and what she hopes the next generation of clinicians will find in this work.

Nothing grows you like being in a good group. – Dr. Lisa Stern, Ph.D.

Dr. Stern speaks with warmth, candor, and humor as she traces her own formation as a group therapist, from the infamous group interview at Adelphi, to one of her groups that she's now been leading for nearly three decades. Along the way she touches on supervision, play, intimacy, and the messiness of growth.

Origins and Formation at Derner

Esmeralda Aguilera: Hi!

Dr. Lisa Stern: Fancy meeting you here.

EA: Can you take a second to introduce yourself and tell us a little bit about your role at Adelphi in general, both in the graduate and post-graduate programs?

Dr. S: I'm Lisa Stern. I'm raised at Derner, starting in the doctoral program, the analytic program, and then the group program. So I'm of Derner, and for over 20 years I've been leading a supervision group for doctoral candidates who lead groups that are relational in orientation. I am also the director of the postgraduate relational group therapy training program, which is a two-year program.

EA: So you're raised at Derner. What made you stay?

Dr. S: I liked what I got, and wanted more. At that time, when I went through the analytic program, a lot of the faculty were also faculty from the doctoral program. So, there were a lot of folks that I already knew. I did the four-year analytic training program, and then I did the group training program.

EA: What led you to do the group one after having received individual postgraduate training?

Dr. S: I had been in a group for a number of years at that point, and I knew from my experience, from the inside, that nothing grows you like being in group. I don't know that I decided per se, it felt organic.

First Experience of Being in a Group

EA: What was your first experience of being in a group?

Dr. S: My family, of course, with hindsight. But it was my group interview at Adelphi. I was challenged and engaged by it. The leader said almost nothing, it was very paranoid-inducing. What I remember is having to figure out how to have fun, because his silence was so unsettling. And I got there. So, in that sense, in a group you get to change over the course of 90 minutes. So you know that's a pretty special thing about group, taking a chance and saying, 'I'm going to make this go differently.'

EA: I really hope the group interview never dies. I remember in mine, he had us introduce ourselves, and then said, 'Okay, now critique each other's introductions.' I remember feeling so nervous and so afraid, I'll never forget that.

Dr. S: That's a hard one, right? Because he's basically inviting you, within the first 10 or 20 minutes, Okay, now you get to tap into your aggression a little bit.

EA: And of course, we all said, 'Well, I really enjoyed what you said about this and that...'

Dr. S: Right. I remember that I was accepted to the program, and so was a guy I got into a little conflict with during the group interview. We were both amused by that, it was reunion-like on the first day of classes. I still smile warmly when I think about it.

First Time Leading a Group

EA: Do you remember what your first time ever leading a group was like?

Dr. S: That's a good question... It was on internship, and I co-led a group with a psychiatric resident in her first year who had never been in a group. Residents in their first year haven't done a lot of clinical work with patients, and doctoral students have done a lot of work with patients. What's most memorable to me about that group was that she started absorbing my mannerisms, and I recognized them because they were my group leader's mannerisms. I was like, oh, I know where that comes from.

EA: I think some of us who are supervised by you are experiencing the same thing. I'll say or do something, and I'm like, oh my god, Lisa took over.

Dr. S: Yeah, not just the words, but Richard Billow, who has been my group analyst for many years now, never get enough, he used to do this thing a lot with his hands. And then I saw her doing the same thing. I thought, oh my, I guess I'm doing it, because now she's doing it.

What is Relational Group Therapy?

EA: For those who might not know exactly what relational group therapy looks like, how would you explain it to them?

Dr. S: You're thinking about the same things that you do as an analyst. You're thinking about transference, and your subjective experience in the moment. You're thinking very much about your impact in the

room. We've moved very far from really being able to say it's all about the patient, right? So it's being very aware of what's coming up in yourself and how you might be impacting the group, their transferences to you, to one another, and how your responses to each person impact how the rest of the group responds to that person. You're the parent, and as in a family, how you feel about each person impacts how the group feels about that person. For example, I have had the experience, more than once, of someone in the group being difficult to love; if I figure out how to love them, if I find love for them within myself, the group members do too. You're always impacting how people relate to one another by how you relate to each person.

EA: Is there a difference in how you utilize yourself in individual therapy versus group therapy?

Dr. S: It's the same thing, except that you're being stimulated by a lot more feelings and different psychologies, so you're unpacking a lot more within yourself. I don't know what your first couple of groups were like, but I remember, actually the group that just ended 20 minutes ago. That group started maybe 28-29 years ago, long time ago, and I remember the first couple of sessions, afterward being all abuzz, stimulated and thinking, and, you know, very excited by everything going on in my mind, the challenge and joy all at once, the pleasure in thinking and making sense of it,

EA: yeah, I think, I think I still feel that way after group.

Dr. S: yeah, I mean, I do too,

EA: yeah. It feels, I don't know, it feels a little bit like somebody threw a puzzle on

the floor and I have to put it back together, and I have all the pieces, but...

Dr. S: Maybe you're putting it together differently — not putting it back, but reconfiguring, broadening your thinking.

Transference

EA: Does it feel like there's a difference in what the transference is like between individual and group therapy?

Dr. S: That's individual dependent. Sometimes it's pretty consistent, and then some folks will relate one way individually and another way in group. It really depends on what it means for them to be challenged in the group versus individually. Some folks play more easily with it. For others, the risk of feeling shamed or embarrassed weighs heavily, as the group leader you are not the same person to them that you are in an individual session. And then we talk about why it has to be so shaming, it always links back to early experiences, how people experience you as the leader, also known as mommy.

EA: When it does feel like a person is relating differently to you in group versus in individual, what goes into deciding how you'll play with that, whether that'll be in the group or individually with the person, one on one?

Dr. S: It just depends on my relationship with that person. If it's really dramatically different, I'll probably raise it in an individual session first. I mean, I never say I would do something all the time one way, but it certainly gets talked about in group, group members talk about my relationship to different people, everyone witnesses me

relating to everyone else, each person is different, and I relate to them differently. Not just because of who they are, but because of who I am as well. If somebody feels like I don't give them a particular tone of voice that they hear somebody else get, and they tell the group, someone else might say, "Well, you know, that person's nicer to her, so she gets a gentler tone of voice." Or, this just happened this evening, someone was convinced I said something I did not say, and someone else said, before I could say anything, "That's not what she said at all. You really need to think about that." In other words, group members work with one another's paranoid transference toward me, both validating and challenging aspects of their experience of me. The group takes on a lot of work around the transference. It's not just me sitting there analyzing. People come to know each other's lives and histories very well, so they facilitate understanding of one another, they help each other understand themselves and their reactions.

EA: Yeah, I think that is a question that that a lot of people have regarding group treatment, how do you balance the needs of an individual in the group versus the needs of the group as a whole?

Dr. S: And I think that that answers a lot of that question, that it's not just you who's balancing the needs. The individual also needs to feel that the whole family is being cared for. So it's not as simple as 'my needs aren't being met.' If somebody feels that way pretty consistently, that gets talked about and thought about in the group, and probably inevitably in individual sessions too. But nobody wants to feel that everybody is sacrificed for them — that wouldn't feel good.

Play

EA: I think also something that I've experienced in being brought into the relational group world a bit more is that there's a playfulness to it that I think feels really different and really refreshing, and something that I think often feels like it's missing in our training. And I wonder where that comes from, or how you think that happens?

Dr. S: How do I think that happens? I think first of all, if the leader can't do it, be playful in relation to their own psychology it doesn't happen so much.

But I think it happens because one of the ideas behind group treatment is for people to have reparative experiences and to develop a sense that others are really interested in them, who they are. Over time, they develop greater freedom to play, to tease. If the leader is always serious, everybody's going to be serious. For people to challenge one another and have fun, you have to do it as a leader. You also have to be able to take the heat when people aren't so happy with you, not like you're impenetrable, but like, 'yeah, okay, you're right, I missed that.' Or, 'yeah, you're right, I am being tough on him, so it goes,' you know, as in, 'and what's so bad about that?' not treat people as super fragile,

EA: Absolutely, yeah.

Dr. S: There's a lot of laughter in my groups. I think folks who work with me would say that amidst all the work, we have fun. I enjoy it. Every once in a while I'll hear from someone walking through the hallway, 'I heard all this laughing in there.' A lot of play.

EA: Yeah, I mean, unfortunately, I think it really feels very different. It feels very new. It feels like, I don't know, I was just thinking about how it feels like everyone is just very anxious and just a little bit scared of getting a little bit messy, getting a little bit playful, and it feels really nice to walk into a room where that feels less there. Or maybe that's not the case, maybe it's more that people are willing to talk about it, about the anxiety, a bit more.

Dr. S: Talk about it, and again, not necessarily treat it as overly precious, so you're anxious? Welcome to the human race. And we can get to how it evolved and why you feel so trepidatious.

So you're anxious? Welcome to the human race. – Dr. Lisa Stern, Ph.D.

What to Expect from Group

EA: So, for someone who might be looking to join a group, what might you say to them?

Dr. S: What's holding you back? What's with all the mights? Why might? Why not just do it?

EA: What could they be expecting in joining a group? I was gonna say might, but I deleted my might.

Dr. S: You deleted your might. Okay, good, hahaha.

They could expect to be in a room of people who are really interested in growing themselves, certainly in knowing how they impact others. They could expect to be challenged, but they can also expect getting a quality of interest, attention, and care, not just from the leader, but from group members that they likely didn't get in quite

that way. They can expect things are going to get messy.

In a group, not just the leader, but others see what someone does that gets them into messes in life, whether it's their reactivity, and what they're reactive to, or their passivity. Someone this evening had been in the group forever, and someone else said, 'Are you okay tonight?' And she said, 'I'm fine,' and smiled. The group said, "There's the smile. What's with the smile? You really think people are going to buy that?" I didn't have to say anything by the way, and then they left her alone for a bit, and then went back a while later.

So it's hard to hide, and being silent is not a way to hide. Silent people are really important in the room, they draw a lot of attention. It's hard to hide. They're going to be challenged, they're going to be loved, and it's harder to be hidden.

A psychologist years ago coming into a group said she was really nervous because "what if people see things about me that I don't yet know about myself." And that was very smart, because yes, that happens all the time.

EA: Yeah, yeah, absolutely, and it's uncomfortable.

Dr. S: Yeah, it's uncomfortable. So, what? We should go through life so comfortable? It's gonna get messy, you're gonna be shaken.

Long-Term Groups and Intimacy

EA: How long is your longest group that you have been running?

Dr. S: Maybe 28, 29 years, something like that. A couple of people have been there the whole time, and a number of others have been there a very, very long time. It's pretty stable.

EA: What do the relationships look like after so many years? What do the boundaries look like? I think that is something that makes a lot of people nervous, like when people are in a group and they know each other for so long, you know, there's this fear that it gets really real, and that people might look for each other outside of group, and what might that look like? And what's the risk?

Dr. S: yeah, I see, outside relationships, well, I think, for the most part, what happens in group, stays in the group, people really work on things in the group, you know, people maintain boundaries pretty well. And they know the rules, if they run into each other outside, they talk about it, they bring it in.

Actually, someone teased me about this tonight, who had missed in a couple of weeks. Someone else said, "where you been?" And he said, "Well, last week, this, the week before that." The first guy said, "I missed you, I wondered where you were, you know? And I thought about emailing you to ask you;" and then the guy who would have received the email said, "Yeah, I know, that would have been fine, right, as long as we talk about it."

In other words, group members get playful around the limits on relationships. I don't think people feel either violated or constrained by concerns around boundaries. Things come up. There are enough clinicians in the room that sometimes paths cross outside of group. Folks will say, we saw each other at thus and such, and share what that experience felt like.

But I think in terms of the first part of your question, what are the relationships like? They're incredibly intimate. People are bonded to one another. They have family

history together, and they talk about how their relationships has grown over the years. Actually, this evening, two people who have wrestled over the years, reflected on their arguments and their love for each other, and how they've grown enormously together and facilitated each other's growth.

EA: Recently, in my group, it felt like two people, like they found siblings in each other, and it happened in such a beautiful way, and it felt like something I can't put into words. That was another question I had for you, is there something about group that you can't put into words? that happens in the room that you just, you can't, explain?

Dr. S: Well, I think you can explain it, you can generally explain it, but sometimes you don't have to. It's just felt and known. This evening someone asked for advice, which he received. But, not without some criticism about his advice seeking. But, of course a request for advice is a symbolic expression of something else. It can be a call for care. This evening, the advice seeker said, "Her [group member] urgency and how she responded to me felt so loving and what I felt was more important than what she said; I felt really loved." He pushed back and was angry at those who said he was just asking for advice. "Maybe it sounded like I was asking for advice, but that's [the love] really what I wanted."

Supervision and the Relational Approach

EA: The supervisory relationship in a group context is unique. Can you speak to it?

Dr. S: I like being involved with people, in case you hadn't gleaned that. The best part of Adelpi for me were my supervisory experiences, feeling that my supervisor, one

in particular, really wanted to know me and help me grow.

I don't supervise differently. If there's something up for someone in working with a theme in the group, or with a particular person, or a particular conflict between two people, or love between two people in the group, the only way you can work with it is if the leader works with themselves, "why is this a big deal to me?" So, supervision addresses the patient's problems in living, but also the problem(s) that the supervisee is having in the work. That's how I was trained, and supervisors who weren't interested in working that way, they didn't "stick" with me internally; in the end, we are the instrument through which people discover themselves, whether we're working one on one, or in a group.

EA: Who has stuck with you?

Oh, a lot of people. My first supervisor was a guy who had gone to Adelphi and the analytic program at Adelphi, Fred Woolverton. I worked with him for three years as a doctoral student, and then I worked with him again in the postgrad. We worked a lot on me; I would bring in tapes, and he would listen to less than a minute, we'd stop the tape and talk about it. He was the first person to turn me on to centrality of the person of the analyst in this work. Sometimes we'd discuss what I'd said, sometimes my tone, always how the patient and I were responding to each other. As I was about to start internship Fred gave me the greatest gift of directing me to my analyst, Rich Billow, certainly the person who has been most formative, and shepherded me through challenge, steadiness, and love to become me. Also, just the right quotient of irreverent humor. Rich lives inside of me; his creative

brilliance, his humor, and his courage and care. And then there was Bob Mendelsohn. He doesn't miss a thing. Seen or unseen. Insight incarnate. And always caring. Some of my peers — my close colleague Andy Eig, my old friend Alessandra Sternberg, and other folks as well. Through this family, well, because Andy invited me to be on the organizing committee for the Div 39 conference a number of years ago, I had the pleasure of sitting next to Neville Symington; we talked extensively about our families, and then kind of buddied up for the rest of the conference. Our exchanges really stayed with me, not just what he said, but how I felt in myself being with him. Here was this famous figure whom I'd revered; and then when I met him, he was this warm and engaged human being. I collect people in my heart, and hold them close. And they've each helped me develop my own voice.

What Dr. Stern Hopes Trainees Carry Forward

EA: What do you hope that trainees carry with them long after supervision ends? What do you hope that I carry, Lisa?

Dr. S: Yeah, there you go. I want you to do more group. It would be great if what you took with you was an appetite for group work and for growing as a group leader. But what I really want is for you to have fun in your work, however you end up doing it. What we do is serious work, but we don't have to take ourselves overly seriously, because that can be suffocating, mentally suffocating.

EA: Yeah, our group last night actually was, it was big and it felt heavy. And I remember I left and I was like, that was really fun, I have so much to think about and play with next week.

The Postgraduate Group Program

EA: Can you tell us a little about the postgraduate group program?

Dr. S: It's a two-year program in relational group psychotherapy. The program runs on a two-year cycle, one cohort at a time. It meets every other Sunday, 16 Sundays per year, from 10am to 4pm. The morning is devoted to didactics and case presentations, and the afternoon is process. Since COVID we became virtual, which has allowed me to invite faculty and candidates from beyond New York, we've had folks from Texas, Massachusetts, California. The most recent cohort all met at AGPA in New York in person for the first time.

EA: And do they carry a group?

Dr. S: So at this point, folks are either working at a clinic or in private practice. Some already have groups, some have more than one. Some have never been in a group and want to immerse themselves in this. They start a group while they're in the program. To receive the certificate, their group has to have run for 85 weeks, and they need 75 hours of supervision, either individual or in a group, and they must present their group at least once in class.

And the groups, the cohorts, get very bonded, they become a trusted referral source for one another, they know each other really well because they were in group together for two years.

A Final Word on Group

EA: Is there anything else you would want people to know about group?

Dr. S: If you really want to get out of a rut, get in a group. I work with a number of folks who have made dramatic professional changes after being in group for not very long, because they have the support and steadiness of the group. They come in with something they really want to do, and they get a lot of support, and they get challenged around what gets in their way. If you feel stuck, get in a group.

EA: And it doesn't let you stay stuck for very long.

Dr. S: I mean, certain people can still feel stuck, but they're not left alone, they're getting the love and interest of family. I can think of folks who have trouble changing certain things, but they get a lot from just being received.

Dr. S: The final thing I will say about group is that group provides you with the opportunity to know yourself through your patterned reactivity, your transferences, and through your spontaneous new responses. You really get to know yourself best through relating with other people, not just one other person.

If you feel stuck, get in a group. – Dr. Lisa Stern, Ph.D.



Photo courtesy of Dr. Lisa Stern.



Laugh, Clown!
That's what you're here for!
So smile,
And traipse,
And make us forget all the bad times.

Laugh, Clown!
And make your silly jokes.
Turn death on it's head.
And sorrow into gratitude-
Smack the villains!
And applaud the heroes!
Be the biggest fool!

Laugh, Clown!
And mock ME!
I know you want to~
I know you will anyway.
So bring on your jokes
And jibes,
And barbs,
And announce my pain
To the world.
Just so long
As it leaves my head.

Laugh, Clown,
When I cannot,
Because I still come here
To see your show,
And see your colors,
When damn near everything else is gray.

Laugh, Clown.
Please?
Pretty please?
Because I can't take this silence anymore.
Tell me a joke.
Do a little dance.
I probably won't laugh. But you can.
Right?

Laugh. Clown?
Your makeup is running.
Are the stage lights too hot?
You must be sweating.

Well then,
 If you can't laugh,
 Then listen, Clown.
 I'll tell you my story.
 It isn't very funny,
 Or good,
 Or long...

Why are you still smiling, Clown?
 I haven't laughed in months,
 But when I come in,
 You light up.
 I know it's all a show.
 You're not happy to see me,
 No one is...
 Thank you, Clown.
 That makes me feel better.
 Really it does.
 If I come back, will you be here?
 Same place?
 Same time?

Hi, Clown!
 It's good to see you again.
 Why are you laughing?
 Is there something good to hear?



Tell me, Clown!
 I must know, Clown!
 What is it you know?
 Have learned?
 That can let you smile,
 And laugh,
 Week after week...
 No matter what?

Thank you, Clown.
 No really,
THANK YOU, CLOWN!
 Fine, I'll say it,
 Once more before I go.
 Yes, no goodbyes, instead ~
 Laugh, Clown!

a poem by Stephen Morales

Gordon F. Derner School of Psychology

Adelphi University | New York

Student & Faculty Achievements for the Academic Year 2025 - 2026

I. Doctoral Dissertations

II. Dissertation Titles

III. Books & Chapters

IV. Papers Published in Peer-Reviewed Journals

V. Paper Presentations at Professional Conferences

VI. Poster Presentations at Professional Conferences

VII. Grants

VIII. Honorary Awards/Other Achievements

*Achievements were reported by our Students.

Congratulations to everyone!

I. Doctoral Dissertations (names in alphabetical order)

Ia. Dissertations Defended

Blake, Elyse
 Cain, Lylliam
 Wainstein, Jeffrey
 Kelleher, Jeremy
 De Assis, Renata
 Wang, Wei-Qian
 Lawrence, Carly
 Zylstra, Micah
 Giannopolous, Evangeline
 George, Elisa
 Romain, Anne-Marie
 Datta, Saumya
 Dejoie, Jordan
 Prashad, Neelam
 Thomson, Shannon
 Miller, Pazia
 Freidman, Olivia
 Leung, Meili

Schwartz, Mindy
 Fitapelli, Brianna
 Shalam, Jennifer
 Bafna, Anokhi
 Xu, Ran
 Liu, Xiaomeng
 Lewis, Shereen
 Manis, Emily
 Nie, Yan Mei
 Zhu, Yan
 Rissman, Ariel
 Mijumbi, Ryan
 Morales, Stephen
 Phan, Dustin
 Emma, Amanda
 Fatima, Faryal
 Yim, Brian
 Winton, Nava

Ib. Dissertations Scheduled

Lindsey Wolfram

Ic. Proposal Pass:

Williams, Kaitlin
 Barret, Samantha
 Nguyen, Vi

Id. Scheduled Proposal:

Polland, Danielle
 Risvas, Charalampos



II. Dissertation Titles

YEAR III

Emma, A. (2026). *Beyond Retirement: The Long-Term Psychological Impacts of Critical Incidents on Retired Police Officers in Later Life*. [Unpublished Doctoral Proposal Defense]. Gordon F. Derner School of Psychology, Adelphi University.

Phan, D. K. & Eubanks, C.F. (2025). *Moments That Matter: Investigating Therapists' Perceptions of Cultural Ruptures in the Working Alliance*. [Unpublished Doctoral Proposal Defense]. Gordon F. Derner School of Psychology, Adelphi University

Yim, B. & Muran, J.C. (2026). *Automated Coding of a Psychotherapy Measure: Validating the Use of Large Language Models in Scoring the Experiencing Scale (EXP)*. [Unpublished Doctoral Proposal Defense]. Gordon F. Derner School of Psychology, Adelphi University.

YEAR IV

Mijumbi, R. (2025, October). *Aces of Faith: A Qualitative Exploration of the Intersectional Identities of Asexual-Spectrum Christians in the United States* [Unpublished Doctoral Proposal Defense]. Gordon F. Derner School of Psychology Adelphi University.

Nie, Y. M. & Mark Hilsenroth. (2025). *The Influence of Interpersonal Problems on Therapeutic Alliance over the Course of Treatment* [Unpublished Doctoral Proposal Defense]. Gordon F. Derner School of Psychology, Adelphi University.

III. Books & Chapters

YEAR III

Eubanks, C.F., Williams, K., & **Phan, D. K.** (in press). The Rupture Resolution Rating System (3RS). In H. Westra, C.F. Eubanks, & T. Boritz (Eds.), *Recognizing moments that matter: Cultivating process sensitivity in psychotherapy training and practice*. American Psychological Association.

Yim, B. & Muran, J. C. (in press). Brief relational therapy. In B. Sharpless & J. Barber (Eds.), *The clinical handbook of psychodynamic therapies* (2nd ed.). Guilford Press.

IV. Papers in Peer-Reviewed Journals (in preparation, accepted, or published)

YEAR I

Kaziyev, D., Renteria, R., Gilmour, A. L., Bettin, E., & Feinstein, B. A. (in press). *Adverse childhood experiences, social support, and suicidal thoughts and behaviors among bi+ adults*. *Psychology of Sexual Orientation and Gender Diversity*.

Rentería, R., Mitzner, J., **Kaziyev, D.**, Livingston, N. A., Bettin, E., & Feinstein, B. A. (in press). *Intersectional discrimination, identity conflict, and posttraumatic stress symptoms among bisexual+ people of color*. *Journal of Traumatic Stress*.

YEAR III

Yim, B., Muran, J.C., Ren, Q.Y. & Gorman, B. (2026). Exploring the Application of Large Language Models in Coding The Experiencing Scale (EXP). *Cogent Mental Health*, 5(1). <https://doi.org/10.1080/28324765.2026.2664163>

Cormier, G., Guo, Y., Turkoglu, A., **Yim, B.**, Pascarella, V., Wong-Min, A., Dionne, R., Tang, R., Thai, H., & Drapeau, M. (in press). Psychological constructs related to ideological openness: A scoping review. *Canadian Journal of Behavioural Science*.

Cormier, G. L., Guo, Y., **Yim, B.**, Turkoglu, A., Wong-Min, A., Tang, R., Dionne, R., Ji, Y., & Drapeau, M. (2026). Canadian Student Views on University Campus Climate, Expression, Politics, and Policies. *Canadian Journal of Educational and Social Studies*, 6(1), 220–265. <https://doi.org/10.53103/cjess.v6i1.463>

Rabinowitz, Y., **Yim, B.**, & Muran, J.C. (2025). Termination of psychotherapy: A systematic review. *Cogent Mental Health*. <https://doi.org/10.1080/28324765.2025.2535626>

Turkoglu, A., Drapeau, M., Cormier, G., Guo, Y. & **Yim, B.** (2026). La liberté académique dans les universités québécoises et canadiennes : état de situation. *Psychologie Québec*. <https://www.ordrepsy.qc.ca/-/la-liberte-academique-dans-les-universites-quebecoises-et-canadiennes-etat-de-situation>

YEAR IV

Norvilitis, J., Kamper-DeMarco, K., **Fitapelli, B.**, Pavlova, J., Edlund, J., et al. (In Press). The relationship between cultural dimensions and perceptions of victimization by teachers.

Fitapelli, B., Moore, M., Hodis, D., Krause, F., & Nair, T. (In Press). Facial emotion recognition and anxiety: A meta-analytic review.

Nie, Y. M., & Hilsenroth, M. J. (2026). Relationship between personality traits and social avoidance with internet gaming disorder severity. *Clinical Psychology & Psychotherapy*, *e70219*. <https://doi.org/10.1002/cpp.70219>

V. Paper Presentations at Professional Conferences & Symposia

YEAR I

Barnes, R., Duggal, D., Gerra, M. *Multilevel Dysregulation of Social Exclusion and Inclusion in BPD.* (November 2025). Symposium Presented at the Society for the Study of Personality Disorders. Boston, MA.

YEAR III

Magner, J. & Josephs, L. (2025, August). *Moderating effects of food addiction on romantic and sexual satisfaction.* Poster presented at the American Psychological Association.

Phan, D.K. (2025, August 18). *Cultural factors of rupture repair* [Invited Talk]. Solomonov Lab at Weill Cornell Medicine, New York, NY, United States.

Phan, D.K., Fernandez Regueras, D., Muran, J.C., Eubanks, C.F. (2025, June). Applying dynamic structural equation modeling to investigate ruptures and resolutions in a matched Asian American dyad. In D.K. Phan (Moderator & panelist), *Innovative Methods of Analyzing Ruptures and Repairs* [Panel session]. International Annual Meeting, Society for Psychotherapy Research, Krakow, Poland

Yim, B., Rodriguez, S. & Muran, J. C. (2026, June). *Validating the use of large language models in scoring the Experiencing Scale (EXP)* [Paper Presentation]. 24th World Congress of Psychotherapy, New York, NY.

Turkoglu, A., Cormier, G., Guo, Y., **Yim, B.,** & Drapeau, M. (2026, June). *Self-Censorship, Expression of Opinions, and Perceived Repercussions in Canadian and Quebec Universities and in the Field of Psychology.* Canadian Psychological Association (CPA) Annual Convention, Montreal, QC.

Yim, B. (Co-chair). (2026, June). *An alliance-focused approach to understanding the change process and improving treatment outcomes in psychotherapy* [Symposium]. 24th World Congress of Psychotherapy, New York, NY. (Chair: J. C. Muran).

YEAR IV

Fitapelli, B. (2025, May). *Advancing Student-Faculty Collaboration: Reflections and Growth from the NICE Initiative*. APS Annual Convention (In-Person).

O'Loughlin, M., Lewis, S., **Nie, Y. M.**, S., Roetman, A., Aguilera, E., Sapountzis, I., Manis, E., & Williams, K. (2025, October). Meeting Migrants: Mourning, Possibility, and Generativity [Presented at Roundtable]. Association for the Psychoanalysis of Culture and Society (APCS) Annual Conference, Rutgers University, NJ. Volunteer Clinicians of the Adelphi Asylum Project presented the ethical, clinical, and political complexities of conducting forensic asylum evaluations through decolonial, necropolitical, and critical refugee studies frameworks.

VI. Poster Presentations at Professional Conferences & Symposia**YEAR IV**

Fitapelli, B., Moore, M., McMahon, T., Stowger, M., Lackner, R., Seah, S., Naragon-Gainey, K., & Fresco, D. (2025, November). *Factor analysis and measurement invariance of the Five Facet Mindfulness Questionnaire (FFMQ): Higher-order factor structure and invariance across gender identity and meditation experience*. Poster at the Association for Behavioral and Cognitive Therapies Annual Conference (In-Person).

Nie, Y. M., & Mark Hilsenroth. (2026, October). *The relationship between interpersonal problems with patient and therapist alliance across treatment*. Poster at the North American Chapter of the Society for Psychotherapy Research (NASPR) Annual Conference, New York City, NY.

VII. Grants

Yim, B. D'Amico Endowment Fund for Cybersecurity and Psychology Research Grant, Adelphi University (2026)

Yim, B. CGRS D Scholarship, Canadian Institutes of Health Research (2026)

Yim, B. Nominee, Council of Graduate Departments of Psychology (2025)

VIII. Honorary Awards/Other Achievements

Fitapelli, B. *Derner Merit Scholarship* (2025)

Fitapelli, B. *Stricker Fellowship*, Adelphi University (2025)

Phan, D. *North American Chapter of the Society for Psychotherapy Research (NASPR) Conference Travel Award*

Yim, B. *George Stricker Fellowship*, Adelphi University (2026)

Yim, B. *Sanger Foundation Research Award*, Adelphi University (2025)

Polland, D. *Sanger Foundation Research Award*, Adelphi University (2025).