

The logo for the Society for Research in Psychopathology (SRP) features the letters 'SRP' in a large, bold, serif font. To the right of the letters is a vertical double-line separator.

Society for Research
in Psychopathology

Student Driven Publication

2022 Contributors

Danielle Abel

Rebecca Flynn

Linlin Fan

Pan Gu

Maitreyee Kulkarni

Evan Myers

Madisen Russell

Rachel Sussman

Chloe Peyromaure de Bord

J Wolny

Matthew Wronski

Inside This Issue!

An Interview with SRP
President Dr. Kate
Harkness

An Interview with SRP
Treasurer Dr. Ivy Tso

Interviews with Faculty
and Student Award
Winners

An Outline of the SRP
EDI Committee's
Objectives

2022

An Interview with Kate Harkness, SRP's Current President

DANIELLE ABEL & EVAN MYERS

Dr. Kate Harkness is a Professor and the head of the Department of Psychology at Queens University. At Queens, Dr. Harkness directs the Mood Research Lab, where she investigates the role of stress and early trauma in the etiology and ongoing pathology of major depression in adolescence and adulthood. In 2022, Dr. Harkness was elected as the Society for Research in Psychopathology's 34th President.

Dr. Harkness did not start out as a psychology researcher. She received her Bachelor of Science degree from the University of Toronto where she studied behavioral neuroscience. Under the mentorship of Dr. John Yeomans, she completed her undergraduate thesis investigating animal models of schizophrenia. This work taught her about experimental methods/design and inspired her interest in etiological models of mental illness. However, as Dr. Harkness puts it, she "couldn't stand the rats," and wanted to move into human subjects research so she could work with people. Fortunately, Dr. Harkness found an opportunity to work in a clinical psychology lab when one of her fourth-year seminar professors (and fellow "SRPer"), Dr. Michael Bagby, took her on as a full-time research coordinator. Working with Dr. Bagby helped Dr. Harkness discover her interest in depression research and launched her path to graduate school.

Dr. Harkness fondly described her relationships with the many mentors she has had over her career. During graduate school at the University of Oregon, she worked with Dr. Scott Monroe researching the impact of stress on the development and maintenance of depression. As a post-doc working with Drs. Ellen Frank and Michael Thase at the Western Psychiatric Institute and Clinic, Dr. Harkness was able to apply the etiological models she developed in graduate school in a treatment setting. While she learned a lot during these early years, she explained that one of her greatest lessons was something Dr. Monroe taught her. She said he always stressed the importance of quality over quantity when it comes to research projects and publications. As she put it, "it is better to spend a lot of time on something that will be really impactful, than to skim along the surface publishing lots of things that may not really move the field forward." This message is something Dr. Harkness passes on to her mentees and hopes to embody in her own work.



Dr. Harkness's vision for the society includes providing more opportunities for researchers with different specialties to gather and have deep conversations about ideas.

Over her career, Dr. Harkness's work has evolved due to the organizations she has been involved in and professional relationships she has made. For instance, Dr. Harkness explained how after joining the Canadian Biomarker Integration Network for Depression, she got connected with their Community Action Committee, a group of people with lived experience who help inform research from the ground up. Through sharing her research questions and discussing ideas with those she has met, Dr. Harkness has found new and exciting avenues for her program of research. She spoke about her recent work examining gender-based violence and stress generation and described how conversations with these collaborators sparked this fascinating project that she would not have thought of otherwise.

Dr. Harkness's biggest piece of advice for students and early-career researchers is to "spend a lot of time in your post-doc so that you can really think about what you want to do as an independent scientist." Similar to the advice of her mentor, Dr. Harkness's message emphasizes the importance of slowing down so that you can really think about the theoretical underpinnings of your research and determine "where you want to leave your mark." She says thinking deeply about your research will allow you to do the most meaningful, hard-hitting work. As Dr. Harkness explained, there is enormous pressure for students/early career researchers to get numerous publications to be competitive for faculty positions. However, this pressure is really doing researchers and the field a disservice, and she wishes that we, as a field, would slow down and value the ideas over the number of publications.

Dr. Harkness has attended SRP since 1997 as a graduate student, and aside from natural disasters (e.g., hurricane, pandemic), she has only missed two meetings since for maternity leaves. A pivotal moment came at her very first meeting, when Aaron Beck sat at her table at the banquet, engaged her in a conversation about her research, and attended her poster. She has previously served the society in a variety of roles: as program chair, as a member of the executive committee, and as treasurer. Dr. Harkness was nominated for President and agreed to run because it has always been her dream to serve as President for the society that she loves.

Dr. Harkness believes that a key role of SRP is to provide mentorship and aid in the development of trainees. She notes that SRP provides a collegial and relaxed setting for conversations between trainees and senior psychopathology researchers and places students on an equal level with faculty. Dr. Harkness points out that SRP's relatively small size facilitates people meeting each other, with leaders in the field attending student posters. For trainees, SRP also provides a model of what it is to be an academic, particularly for first-generation students or those that may have fewer academic models in their home environment. To further help with trainee development, recent SRP meetings have had more sessions geared towards professional development topics, and there have also been increased opportunities for students and trainees to present their work beyond the poster session, which Dr. Harkness sees as a "great direction" for the conference. Dr. Harkness also believes that a key role of SRP is to disseminate cutting edge clinical science, where SRP members bring their latest work rather than presenting on work they did years ago, which leads to exciting conversations about what is happening in the field right now.

Dr. Harkness's vision for the society includes providing more opportunities for researchers with different specialties to gather and have deep conversations about ideas. Dr. Harkness warns that as the conference has grown larger, which she notes has many advantages, it also has the potential risk to be more anonymous, and that people can more easily fall into cliques and have conversations with those within the same specialty area. She believes that many topics (e.g., etiological models) are transdiagnostic and that ideas and theories will be richer if there is more dialogue across areas. She would like to provide more structure for a place where researchers can talk about theory rather than the latest empirical paper.

Dr. Harkness views SRP's increasing size as the main challenge facing the society, but also as an opportunity to hear from more diverse voices. Dr. Harkness explains that a larger society brings administrative challenges, such as increased cost and complexity to run. She notes that SRP has resisted adding paid staff and has been entirely volunteer-run to this point, which has helped keep dues and registration low, but she fears that staff may be necessary soon as SRP's size continues to increase. As the society's size increases, Dr. Harkness would like to try to keep the things that people love about SRP while being accessible to everyone who wants to join and bringing in diverse voices that will enrich the society. As Dr. Harkness explains, expanding the society is an "opportunity to broaden our approach and understanding of psychopathology...to bring in people we haven't heard from before who study things that we haven't talked about before, which is really exciting." Dr. Harkness believes that SRP has made amazing strides in equity, diversity, and inclusivity (EDI) in recent years. She plans to continue to make strides and collaborate with the EDI committee to find out more about their ideas and identify even more ways to support students and trainees.

An Interview with Ivy Tso, SRP's Treasurer

MADISEN RUSSELL & RACHEL SUSSMAN

Dr. Ivy Tso is an Associate Professor of Psychiatry with tenure and Adjunct Associate Professor of Psychology at the University of Michigan. Here, she directs the Michigan Social Cognitive and Affective Neuroscience (MiSCAN) Lab, where she and her team investigate how the brain processes social information and how these processes are affected in psychiatric populations. Their work aims to identify biobehavioral markers of serious mental disorders to aid in the development of novel interventions that effectively improve patients' social functioning and quality of life.

Dr. Tso completed her undergraduate training at the University of Hong Kong in China and went on to complete her PhD in Clinical Psychology at the University of Michigan in 2012. Here, her dissertation research, the development of a psychophysics paradigm to look at eye gaze approach in schizophrenia, served as a seedling for her program of research, which has continued to blossom into new and exciting avenues today.

Throughout our conversation, it was clear that Dr. Tso thoughtfully considers the state and trajectory of the field of psychopathology research and its translation to community mental health improvement. While she is mindful that research and its implementation take time, she asserts that the field needs to be doing better at bridging the gap between research and actually improving patients' lives. According to Dr. Tso, this requires a shift in the way we think about community mental health. She tells us that while investment in basic research is important and has treatment implications, "it won't solve the mental health crisis... We can't CBT our way out of this." It will require structural and societal changes through communication between different fields and increasing social supports (e.g., structure, employment, housing). "My hope is with young people," Dr. Tso remarked optimistically.



"You think there are rules, but sometimes there are no rules."

DR. IVY TSO ON
HARD WORK
AND SELF-
ADVOCACY

Dr. Tso has overcome numerous obstacles in her research career. As a woman of color, she experiences frequent microaggressions, for example being called 'Ivy' while everyone else is addressed as 'Dr.' "A lot of times, I do suck it up. It might be sad to know, but you don't want to be the person who is always complaining." She notes: "The funny thing is, [the perpetrators] don't even mean harm. They just have privilege. They may not have ever thought about what they did as undermining until you call it out." That said, she found that connecting with other faculty helps manage these situations. "If you have established a relationship with more senior people, then if you speak up, you can turn it into something constructive and create more allies to speak up for you." She insists that people are often very willing to help because they've been in similar positions before and either had guidance from others, or wished they had.

Additionally, as a first-generation student, Dr. Tso relied on her mentors for guidance and support. "You think there are rules [on how to get by in academia], but sometimes there are no rules." She took many leaps of faith and acknowledges that while there is inherent risk in the act of trusting others, "it's a risk that you need to take sometimes."

Moreover, her international status as a graduate student disqualified her from the national awards her peers benefitted from. But that didn't stop her from putting herself out there and encouraging others to do the same. "I applied to everything, even small things, because that was the best I could do. If you keep applying for things, you will get something." Rejection is an unavoidable part of academia, and Dr. Tso takes it in stride. "Why take it personally?" Instead, she believes in persistence. "If I work hard, then I will be able to make it." On the other hand, when her students face rejection, she gets protective. "I care about my student's happiness more than anything else," she states.

To prospective graduate students, Dr. Tso suggests "thinking about if you really want to get into academia" and "talking to more people about what it's like and what it involves." She acknowledges that an academic career "is not for everyone and is disruptive to people's lives," and that it is not a "failure" to leave. She advises: "ask yourself: what motivates you? What gets you up in the morning? Make a decision that is honest to yourself at this moment. You cannot guarantee that decision will make you happy five or two years later, but as long as that choice is honest to yourself in that moment, it is the right thing to do." To those who do pursue academia, she iterates that it's important to make time for yourself and set work-life boundaries. "You never get that message because you're 'supposed' to give 200% to make it work."

Overall, Dr. Tso's story is one of overcoming and perseverance. Despite disadvantage and discrimination, Dr. Tso became an innovator in the field of psychiatric research and a beloved mentor. And she's just getting started. "At this time, I am still very excited about my research projects and training my trainees."

2022 Early Career Award: Dylan Gee

CHLOE PEYROMAURE DE BORD & MATTHEW WRONSKI

Dr. Dylan Gee received the Early Career Award at this year's Society for Research in Psychopathology conference. Dr. Gee is an Associate Professor of Psychology at Yale University, where she directs the Clinical Affective Neuroscience & Development Lab (CANDLab).

Dr. Gee has always had an interest in people, our emotions, and general mental health. She first envisioned herself as being a therapist and on the treatment side of clinical psychology, but was able to combine her interests in discovery and the scientific approach with interests in emotions and mental health starting in college. As an undergraduate at Dartmouth, she participated in the DREAM Program, where she worked with children living in subsidized housing and found that the variability in children's mental health following adversity sparked her interest. Her developing research interests were also grounded in her experiences, family, and those around her.

Dr. Gee trained as a graduate student at UCLA, with two main mentors. One was Dr. Ty Cannon, whose research focused on neurodevelopment and the translation of mechanistic work into clinical impact for individuals with psychosis. Her co-mentor, Dr. Nim Tottenham, focused on early-life stress and the development of frontoamygdala circuitry. Through working with her co-mentors, Dr. Gee was able to bridge her interests in adversity and early experiences with her interests in neurodevelopmental trajectories of emotion regulation and risk for psychopathology. Dr. Gee makes their impact on her clear: "My program of research now as it exists wouldn't exist without either of them, and I'm really grateful for both of those experiences." Dr. Gee completed her internship at Weill Cornell Medical College and worked with Dr. BJ Casey, who was an inspiration for targeting interventions for the developing brain.



Dr. Gee has worked to build meaningful partnerships with communities in her area and emphasized the importance of conversations with and listening to community stakeholders, which can help guide priorities for research and facilitate broader impact.

Regarding her current work focusing on mechanisms involved in emotional learning and emotion regulation with a focus on anxiety and PTSD, Dr. Gee emphasizes how each of her mentors—including many informal mentors along the way—have informed her program of research in unique ways.

Dr. Gee identified the career transition of being a postbac and applying to graduate school as a pivotal point in her career, given the possibility for her to have gone in many different directions. Given her longstanding interest in delivering psychotherapy, she felt like it was a big decision to apply exclusively to clinical science programs and choose a more strongly research-focused route. Dr. Gee described this time as both exciting and nerve-wracking. Additionally, matching at Cornell for her internship was a career-changing moment for her, because of the mentorship she received from Dr. Casey and how working in Dr. Casey's group shaped her thinking about translating research into intervention.

Dr. Gee believes that mentorship is a huge factor for early career scholars. She mentioned the importance of having a diverse team of mentors with complementary strengths. According to Dr. Gee, strong mentoring can involve prioritizing trainees' careers, being generous, looking out for opportunities for students, and providing constructive feedback in a supportive way. She also talked about believing in yourself, and when in doubt, having other people and mentors who do. Dr. Gee brought up the importance of having colleagues in the same career stage as you; these will often be your friends and colleagues for the rest of your career. She noted that "some of my closest friends and colleagues in the field are people that I met on interviews, including when we were interviewing for the same lab." She pointed to SRP as a great example of providing a nurturing space for early career scholars, a fitting comment from the recipient of the SRP Early Career Award.

Dr. Gee commented that although early career scholars are presented with many exciting opportunities, they also face difficulties unique to this career stage. A significant challenge that we spoke about is the uncertainty and pressures that many postbacs and graduate students experience. It can be anxiety provoking to navigate graduate admissions, juggle the logistics and financial challenges of moving to a new location, and settle on a long-term area of research. Graduate school can also be stressful, with clinical science students managing research, clinical training, and teaching responsibilities. Despite these challenges, Dr. Gee highlighted that graduate school is a period marked by immense growth and exploration as students start to specialize and make critical decisions about the research questions that they are interested in pursuing, which shapes the development of their personal program of research. She emphasized that although it may feel like there is immense pressure to know exactly what you want to study, the process of developing your program of research is not always linear. When developing your research interests, she encourages students to seek out training opportunities and follow the questions that excite them the most, stating "If there's a question that you're really passionate about and other folks are encouraging you to pursue it, I would go for it."

She acknowledged that her most rewarding work has emerged from questions she had early on in her career that she was passionate about. While the process may feel daunting, students can benefit from the guidance of their mentors and senior investigators in the field, all of whom can help facilitate the process of specialization.

When asked about the real-world implications of her research for youth and caregivers facing adversity, she discussed her experiences working with parents and educators. Dr. Gee has worked to build meaningful partnerships with communities in her area and emphasized the importance of conversations with and listening to community stakeholders, which can help guide priorities for research and facilitate broader impact. Dr. Gee underscored that despite research having important policy implications, most clinical programs still don't provide formal training in this area. When she was asked to advise on a legal case involving the forced separation of children and parents at the U.S./Mexico border, Dr. Gee had the opportunity to use her knowledge about the impact of parent-child separation and early-life trauma to guide policy and law. She noted this work as a powerful illustration of research having a real-world impact, and emphasized the importance of science communication in helping research make a meaningful difference beyond the scientific community.

Looking towards the future, Dr. Gee stressed that despite important scientific progress and discoveries, researchers in our field still have a long road ahead of them. She believes that it is likely that the field of psychopathology research will have to undergo a paradigm shift in order to significantly alleviate mental health burden. She stated a few important issues that need to be addressed: increasing access to treatment, optimizing interventions for individuals who are not benefitting sufficiently from leading treatments, and supporting structural changes that foster mental health and reduce trauma. Dr. Gee emphasized that promoting innovation and progress in the field inherently involves re-imagining clinical science training. She suggested that one important target would be greater flexibility in graduate training that would facilitate opportunities for intensive methods or quantitative training or specific training in areas like policy or leadership of community organizations. In this way, graduate programs could help future generations of clinical scientists achieve their desired impact on society in diverse ways.

2022 John Neale Sustained Mentorship Award: Gregory A. Miller

MAITREYEE KULKARNI & J WOLNY

Dr. Gregory A. Miller's academic career has followed a conventional path. He graduated from Harvard in 1975 with a major in psychology and social relations before earning his master's and PhD degrees in Clinical Psychology from the University of Wisconsin-Madison in 1982. Dr. Miller started his undergraduate career planning to be a polymer chemist but was later compelled to pursue coursework in the humanities and social sciences after being influenced by more worldly perspectives from anthropological coursework and the surrounding sociopolitical climate of the Vietnam War and civil rights issues. Clinical Psychology was an attractive compromise that allowed him to continue in his scientific pursuits, while benefiting others through clinical practice.

Dr. Miller has continued to strike a balance between hard science and clinical practice throughout his career. He continued to see patients while conducting his own research at the University of Illinois Urbana-Champaign, where he was Director of Clinical Training, Cognitive Neuroscience group leader, and Director of the Biomedical Imaging Center. He eventually moved to the University of California, Los Angeles as Department Chair. He has been both a researcher who wrote much of his own computer code and a clinician and clinical supervisor employing an eclectic therapeutic approach with his clients. When asked whether he believes graduate students today can afford the same degrees of freedom in their roles, Dr. Miller shared that even though current graduate students must meet more specific standards due to more restrictive accreditation requirements, such fluidity is still feasible. He is a firm believer in the clinical science model of clinical psychology training, in which research and practice are merged, not merely two complementary sides of the field. That joint expertise is cultivated through a wide range of quantitative and qualitative skill-building over the course of one's training and continues throughout one's career.



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Psychopathology and psychophysiology have been a passion for Dr. Miller since college. His initial research was focused on schizophrenia and schizotypy, which he pursues now as well, but over time he broadened his work to include other disorders such as depression and anxiety. He has always considered himself a transdiagnostic researcher, rather than one who focuses on any particular clinical population. Dr. Miller has seized every chance to conduct research and collaborate when opportunities present. For example, as an undergraduate and graduate student, he gained experience using EEG and peripheral measures such as heart rate and skin conductance. That prepared him to learn additional methods including fMRI and MEG as these technologies became accessible to researchers. He emphasizes that the substantive issues and the methods available evolve over one's career.

Dr. Miller has especially enjoyed two aspects of his extensive career: mentoring his students and campaigning for philosophical issues in science. According to him, the psychopathology literature regrettably became increasingly reductionist in recent decades. The premise has too often been that biological concepts and measures will prove to be sufficient in understanding, preventing, and treating mental illness, rendering psychological concepts and methods obsolete. Dr. Miller views the sciences of biology and psychology as two mutually enriching traditions that are not reducible to other sciences.

Discussing his mentoring approach, Dr. Miller said that mentees often perceive a larger gap in power, authority, and age between themselves and the mentor than the mentor experiences. He said that over time he came to realize that the mentor has to take responsibility to allow for that difference in perspective, to respect mentees' experience. He described his strong motivation to teach everything he can to his students, while instilling confidence in their own scientific thinking and their ability to advance and contribute well beyond what he can offer them. He consistently encourages his students to set ambitious goals. He aims to educate students to become better versions of themselves, rather than another 'him.' To follow a truly collaborative mentorship model, a mentor and mentee must work together. However, it is the mentor who must foster a safe environment to openly and honestly discuss the factors which may impact the mentee-mentor relationship, such as power dynamics, identity, and imposter syndrome. He noted that few mentees realize how common the imposter syndrome is in our field.

Dr. Miller concluded with his outlook on the future for the field and advice for up-and-coming scientists. Dr. Miller stated that increases in federal research funding will catalyze major growth in the field. He hopes for more resources dedicated towards non-biological facets of psychology including cultural and environmental phenomena broadly defined. He advises aspiring researchers in the field to accept that their profession will evolve with time. Scholars should remain flexible to successfully navigate and drive such shifts in the field, while looking for opportunities to collaborate with individuals who are both outstanding scientists and of high integrity.

2022 Joseph Zubin Lifetime Achievement Award: Deanna Barch

LINLIN FAN, REBECCA FLYNN, & PAN GU

Dr. Deanna Barch, the winner of the SRP 2022 Joseph Zubin Award, is a prominent researcher in the field of psychopathology. Throughout her career, Dr. Barch has made significant contributions to the field and continues to do so today by encouraging innovation and collaboration, including through her current work investigating early adversity as a risk of psychopathology.

Dr. Barch attended Northwestern University for her undergraduate education, where she studied psychology with the initial intention of becoming a school counselor. In addition to her undergraduate work, Dr. Barch joined her first research lab led by Dr. Lauren Alloy, where she investigated depression in college-age students. As a first-generation college student, Dr. Barch said she did not know much about the research world, and she credits her mentor, Dr. Alloy, for introducing her to research. This introduction was a vital step in Dr. Barch's career, leaving her to decide between her initial pursuit of clinical practice or a career focused on research.

After graduating from Northwestern, Dr. Barch took a gap year to work as a case manager for the chronically mentally ill in inner-city Chicago. She was a part of an experimental program to see if case management would reduce rehospitalization in people with severe mental illness. It was here where Dr. Barch recalled a pivotal moment in her career with one of her clients, a young, college-aged student recently diagnosed with schizophrenia. While Dr. Barch felt that the "world was [her] oyster" after graduating college, she saw that her client's life plans would be interrupted due to their illness. This juxtaposition solidified Dr. Barch's decision to pursue a research career, as that path would allow her to help a greater number of people with severe mental disorders.



“I hope in some way that I can't predict where the field is going.”

DR. DEANNA BARCH
ON THE FUTURE OF
PSYCHOPATHOLOGY
RESEARCH

With her decision to pursue a career in severe psychopathology research, Dr. Barch attended the University of Illinois at Urbana-Champaign where she received her Master's degree and Ph.D. in Clinical Psychology. To complete her PhD, Dr. Barch attended the University of Pittsburgh Medical School for clinical internship and postdoctoral training. Although her initial focus was on computational methods, Dr. Barch was introduced to new neuroimaging methods by her postdoctoral advisor, Dr. Jonathan Cohen. She felt this was a pivotal serendipitous moment in her career. As she explained, she was in the right place, at the right time to learn neuroimaging techniques, which she would use during the rest of her career.

Dr. Barch gave a rousing and heartfelt speech during her acceptance of the Zubin award at this year's SRP conference. Following her talk, she shared a few highlights for the next chapter of her career, which centers around her more recent interests in development. She plans to continue her work on identifying risk factors for neural and cognitive development that contribute to disparities in pregnancy. Ultimately, this work may lead to new targeted and systematic interventions that improve outcomes for mothers and their children. A surprising but critical factor that has recently inspired Dr. Barch is sleep and inflammation. She hopes to further pursue questions around the role of these factors in brain development across childhood and beyond.

In tandem with her interest in development, Dr. Barch continues to grow her line of research in adult populations. Dr. Barch emphasized her goal to translate our current knowledge in the field into innovative interventions for patients, particularly those with schizophrenia. "We have done enough basic science work," she said, "now it's time to see if you can use that information to figure out something to intervene on." One potential direction towards this goal was inspired by ecological momentary assessment (EMA) findings: patients reported feeling positively towards the EMA component of a study, generally stating that they valued being asked about their life on a regular basis. The consistent feedback struck Dr. Barch, and through discussions with Dr. Erin Moran, she saw an opportunity to capitalizing on EMA/mobile technology as a tool for providing external support. Consistent with this data, Dr. Barch noticed that patients enjoy social interaction in the moment, but often do not make plans for future interactions. In addition to improving feelings of social support, Dr. Barch hopes that EMA and other mobile technology could be used to compensate for cognitive control difficulties through reminders and prompts, which may be underlying patients' difficulties with scheduling future rewarding experiences.

As a leading figure in the field, Dr. Barch shared a unique perspective when asked to describe future directions in the field of psychopathology. A trend that inspires her is the current movement to let go of our current models of psychopathology and creatively restructure how we think about these constructs. Dr. Barch identified a few talks at SRP 2022 that focused on this issue, and hopes it will continue to be the center of the heated debate. "I hope in some way that I can't predict where the field is going," she added. "You want there to be transformative things coming out that you cannot predict now." Dr. Barch concluded her comments with an emphasis on early-career researchers doing creative work and her hope for the younger generation to bring transformation to the field.

When asked to share habits that have contributed to her successful career, Dr. Barch emphasized the significance of efficiency. “The busier you get, the less you have long uninterrupted periods of time to do stuff.” Acknowledging the limited time one may have, Dr. Barch developed the habit of writing papers and getting other things off her plate by making use of short chunks of time. She finds this habit particularly beneficial because it allows her to cross off a large number of extra items from the to-do list, thereby freeing up more time to concentrate on important tasks. Avoiding perfectionism is another habit that has led to her success. Dr. Barch maintains a good balance between wanting the work to be of high quality and not being so obsessed that completion takes forever. Dr. Barch exemplifies the adage “done is better than perfect.” even though her “imperfect” works have already generated unparalleled impact in the field of psychopathology.

Dr. Barch provided some advice for students, post-docs, and other early-career researchers who are interested in pursuing a life in academia. Although collaboration and team science are often espoused, Dr. Barch noted that the young generation is experiencing tension from the institution’s expectations. Some of our institutional structures have not caught up, for example how we evaluate promotion for tenure. To thrive under such professional and personal stressors, Dr. Barch advised young scholars to “think about the people who shape your everyday life”. The prestige of the institution matters, but you should also value other facets, including your mentors, colleagues, and other individuals with whom you may interact. You must be attentive to what is most important to you, as everyone has different needs. After sharing examples, such as adjusting her meeting times with the students flexibly, Dr. Barch compassionately remarked, “It is fine for there not to be only one way to do things.”

As stated by Dr. Barch, establishing the intrinsic motivations for your work is another crucial factor in ensuring your academic success. “If you are not doing what you want to do because you really love it, you are gonna get tenure and then burnout.” Dr. Barch further explained that it is preferable to find the lane that you are truly passionate about, as opposed to being in the lane where the only thing pushing you forward is external pressure. A final piece of advice, which she also shared in her Zubin Award talk, is to “stay with your family so that they can take care of your kids!” Consistent with her emphasis on flexibility and individual differences, she was clear that this last piece of advice is not applicable to everyone.

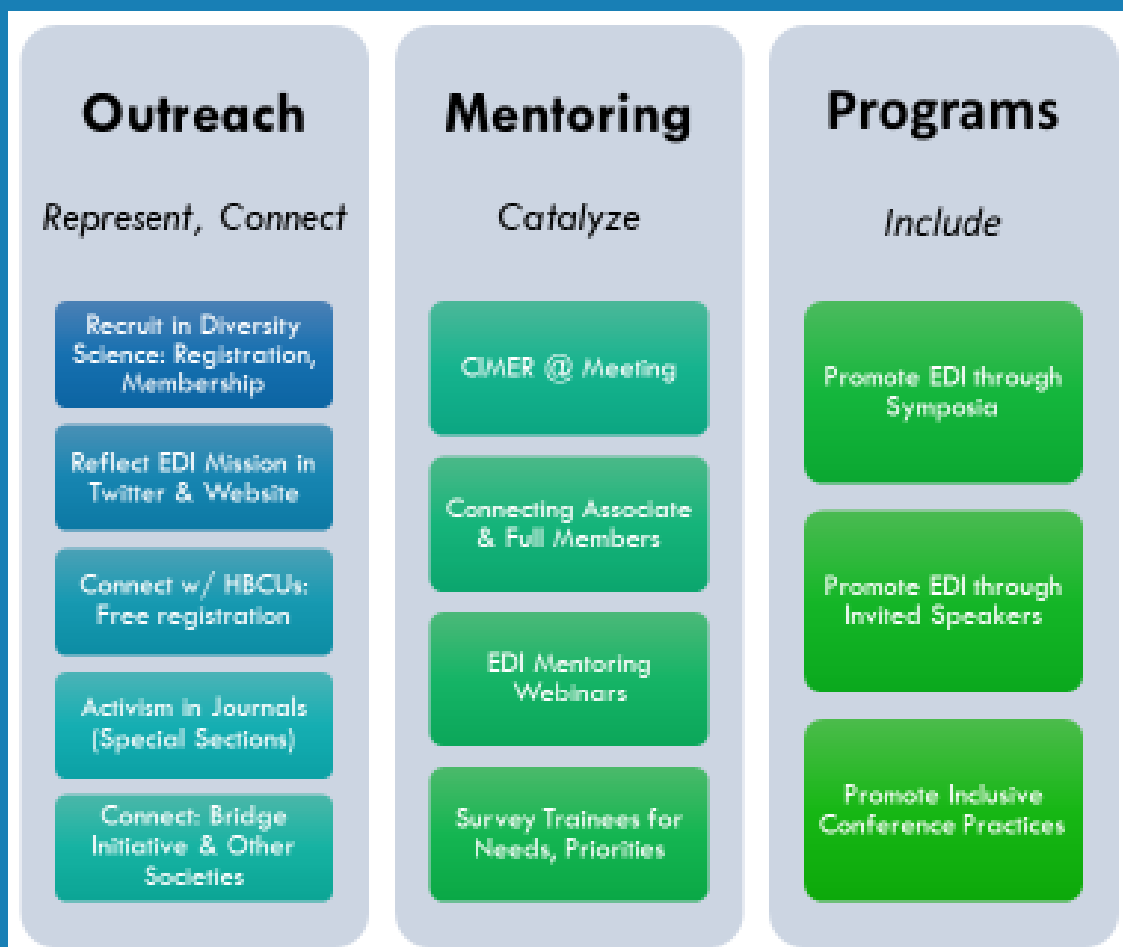
Dr. Barch's commitment to improving the lives of those affected by severe mental illnesses is demonstrated throughout her career: the questions she asks, the people she serves, and how she builds meaningful relationships with her colleagues. Her devotion to increasing our knowledge of mental health and encouragement for others to join her in that mission has led to many positive discoveries and will continue to do so for years to come.

It is clear from Dr. Barch's achievements that she has had a significant and positive impact on the field of severe mental health, but with her passion for research also comes her commitment to promoting a sense of community and inclusion. Dr. Barch created a yearly tradition at the SRP conferences, which is beloved by many members and open to all conference attendees: Karaoke Night. When asked what her favorite karaoke songs were, Dr. Barch named a lab favorite “You Oughta Know” by Alanis Morissette. Additionally, she mentioned “Bohemian Rhapsody” by Queen and “Uptown Funk” by Mark Ronson, concluding that her favorites are the group songs. Karaoke night is a shining example of her collaborative spirit, innovation, creativity, and focus on breaking down barriers.

EDI @ SRP

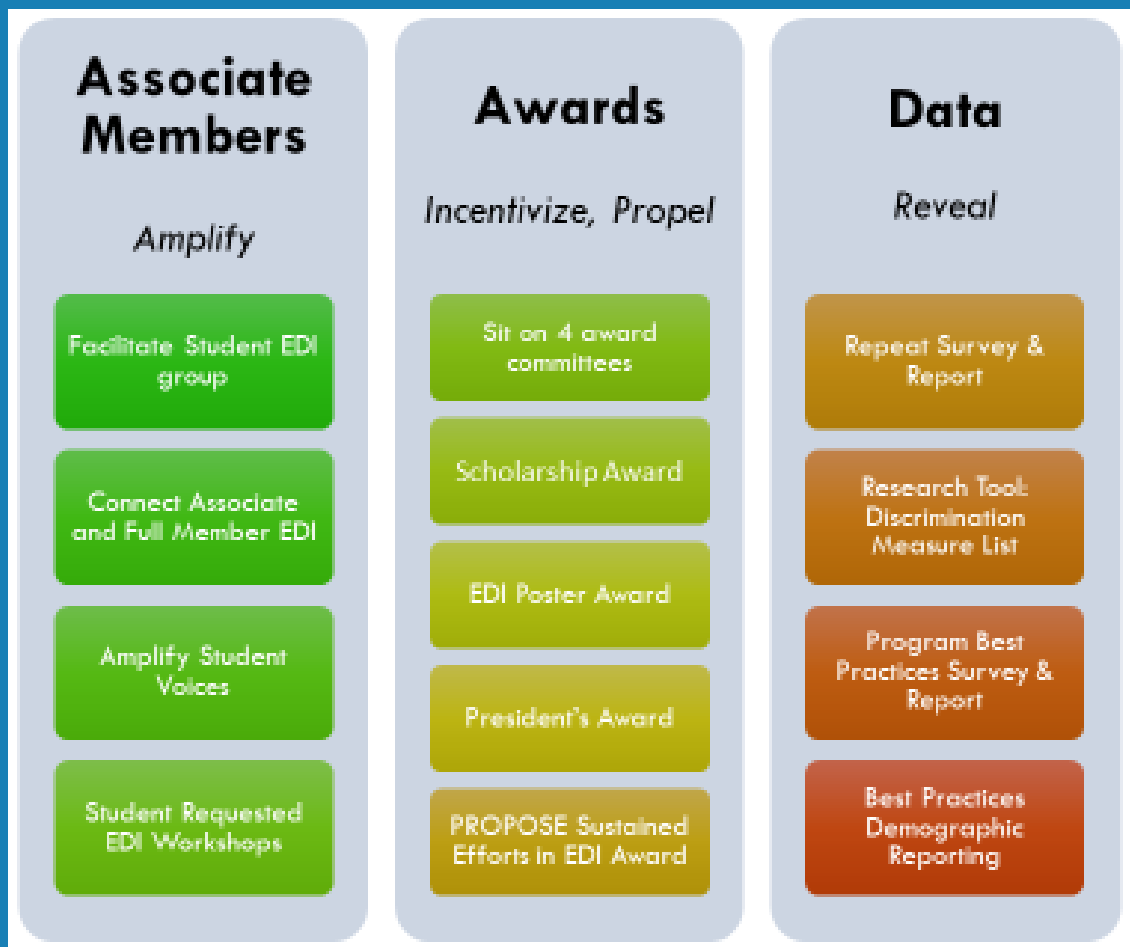
Advancing Equity, Diversity, & Inclusion within SRP and Psych Science

SRP's EDI Committee has developed six subcommittees to work towards advancing the committee's mission. These subcommittees, as well as their corresponding objectives, are listed below:



EDI @ SRP

Advancing Equity, Diversity, & Inclusion within SRP and Psych Science



Student Award Winners



This year SRP gave out a variety of student awards, including the SRP Scholarship Award, the DEI Poster Award, the Smadar Levin Award, Travel Awards, and the President's Award. We reached out to all of the award winners to be interviewed for the newsletter, with these interviews included subsequently.

2022 Scholarship Award: Riley McDanal

Please tell us about your current school/position, mentors, and research focus.

I am a clinical psychology PhD student at Stony Brook University working under the mentorship of Dr. Jessica Schleider and Dr. Nick Eaton. My work focuses on using psychopathology classification research to inform the creation and dissemination of scalable interventions.

What got you interested in psychopathology research?

Initially, learning about the research-practice gap, which refers to our fundamental research findings not efficiently and effectively translating into practical clinical efforts. Moreover, discovering that our practical clinical efforts are informed by a classification system in need of improvement. I was intrigued by new approaches for conceptualizing psychopathology (such as individualized networks and hierarchical dimensions) both in their own right and in their potential for improving our impacts on public health.

Do you have any advice for aspiring or more junior graduate students?

My personal opinion is to do what no one else is doing (of course, as aligned with your interests). There is so much to be done in clinical psychology research. While specialization is important, taking an integrative, interdisciplinary, and collaborative approach to your research program can advance our field past specific findings and into a more comprehensive, holistic understanding of mental wellbeing — in all its nuances.



"I was intrigued by new approaches for conceptualizing psychopathology (such as individualized networks and hierarchical dimensions) both in their own right and in their potential for improving our impacts on public health."

RILEY MCDANAL ON HER RESEARCH INTERESTS

What researcher or research group are you following right now and why?

I am fascinated by the work of Dr. Eiko Fried and other network analytic researchers. I deeply admire those who take an open-minded approach to such a young subfield (psychopathology classification). I believe that our best way forward is to integrate the best of our various approaches, as opposed to sticking to one without considering the benefits of others.

What advice would you give your past self when entering grad school?

I like Nora Roberts' juggling analogy that I learned in grad school. To paraphrase: You'll have to juggle a lot of balls, and some of them will inevitably drop. You have to learn which balls are plastic and which are glass. Learning to prioritize what matters most, and forgiving yourself for sometimes having to let go of what matters less, will help you cope with having so many roles and responsibilities throughout your time in grad school.

Tell us a fun fact about yourself!

When I was younger, I was a nationally ranked black belt in Taekwondo. I still miss learning this art form and hope to return to it someday.

2022 Diversity Equity & Inclusion Poster Award: Shayan Asadi

Please tell us about your current school/position, mentors, and research focus.

I am a second year PhD student in the Clinical Science area of the Psychology program at the University of Michigan. I work with Dr. Craig Rodriguez-Seijas, and my program of research examines the mechanisms that link social stress to psychopathology in minoritized populations. I have previously used psychometric methods (measurement invariance, item response theory) to examine measurement bias as a potential artefactual mechanism underlying mental health disparities. In my future work, I hope to examine how social stress affects the structure of quantitative domains of psychopathology across time in minoritized populations, using intensive longitudinal data.

What got you interested in psychopathology research?

I started off in epidemiology/public health research, where I assisted with meta-analyses looking at disparities across sexual minority status. The work I reviewed was largely descriptive and correlational, so I became interested in learning about *why* and *how* these disparities take root. The way I wanted to answer these questions was by learning about the biopsychosocial mechanisms that linked general stressors to psychopathology (cognitive biases, emotion dysregulation, etc). I accidentally fell into HiTOP after reading the original consortium paper which blew my mind, and I've been into psychopathology research ever since.

Do you have any advice for aspiring or more junior graduate students?

I am a junior researcher so take this with a grain of salt! That said, my advice is to read outside of your area where possible.



"Work smart not hard! Smart and hard are not orthogonal - we all work hard! What's important is to best spend your time in ways that yield dividends proportional to the time spent on the task."

SHAYAN ASADI'S
ADVICE FOR
GRADUATE
SCHOOL

My favorite work and research ideas came from epidemiology and scholars who situate psychopathology within a broader social-environmental context and look beyond intrapersonal factors. I also recommend challenging yourself to expand your methodological toolkit by reading methods and simulation papers (tough reads but worth it!).

What researcher or research group are you following right now and why?

I am excited about researchers who bridge the study of social contexts and psychopathology (Dr. Keenan Joyner, Dr. Nicholas Eaton, Dr. John Pachankis, Dr. Jessica Schleider, Dr. Katherine Keyes, Dr. Mark Hatzenbuehler). I am equally excited about researchers who advance the cutting edge of quantitative methods and psychopathology (Dr. Ashley Watts, Dr. Aidan Wright).

What advice would you give your past self when entering grad school?

Work smart not hard! Smart and hard are not orthogonal—we all work hard! What's important is to best spend your time in ways that yield dividends proportional to the time spent on the task (this is still a work in progress for me). If you can spend your time on research, do that instead of reading every detail of an article assigned for class that you'll never read again—you'll gain far more. Don't tell your instructors I told you that!

Tell us a fun fact about yourself!

I play guitar and bass and I love punk/rock/metal. SRP bandmate invitations are most welcome (I'm a terrible player I'll warn you now, but I love playing)!

2022 Diversity Equity & Inclusion Poster Award Runner Up: Jenny Shen

Please tell us about your current school/position, mentors, and research focus.

I am in my fourth year in the Clinical Psychology PhD program at Stony Brook University, and my mentors are Drs. Nicholas Eaton and Jessica Schleider. My research focuses on delineating and reducing mental health disparities among LGBTQ+ communities and individuals with intersecting identities within these communities (e.g., LGBTQ+ individuals of color). I am also interested in incorporating more transdiagnostic approaches in this work, and creating scalable, accessible interventions that address mental health symptoms arising from these disparities.

What got you interested in psychopathology research?

If I can be honest, witnessing the very real impacts of minority stress and intersecting forms of structural oppression in my communities was the most pivotal part of my being interested in this research. The mental health experiences my community members and I have had, and the barriers I have seen firsthand to obtaining accessible and affirmative mental healthcare have really driven my research interests – as well as the hope that the work that happens on the research level will eventually lead to changes at the policy and legislation level.

Do you have any advice for aspiring or more junior graduate students?

Give yourself room to explore your interests and different trajectories your career could take on! It can be a stressful experience feeling like you need to figure out your research interests quickly and publish as much as possible on them.



"I'm a strong believer in research being a means to serve and empower the communities we study, and I think it's important to remember that people in these communities have lived experiences and voices that deserve to be amplified in the research."

JENNY SHEN'S
PERSPECTIVE ON
CENTERING
COMMUNITIES IN
RESEARCH

It's okay to take a step back (at any point!) and take time to figure out what aligns with your values and interests, and try something different if what you're currently doing doesn't fit with those. Also, if there's a community you want to research, connect with individuals from the community even outside research! I'm a strong believer in research being a means to serve and empower the communities we study, and I think it's important to remember that the people in these communities have lived experiences and voices that deserve to be amplified in the research.

What researcher or research group are you following right now and why?

There are so many! Besides the incredible work I continue to witness from my mentors and labmates in the realms of scalable interventions and HiTOP, I am inspired by the work of Drs. Jeffrey Cohen, Ilana Seager van Dyk, Collen Sloan, Kathryn Fox, Craig Rodriguez-Seijas, John Pachankis, Brian Feinstein, Christina Dyar, Maggi Price, Kirsty Clark, Cindy Veldhuis, and many others! So many of these individuals demonstrate the important integration of research with advocacy for LGBTQ+ communities, which has played a critical role in how I try to approach my research.

What advice would you give your past self when entering grad school?

Graduate school can be rife with pressure and imposter syndrome, and it's first and foremost a place to learn, grow, and figure out what you want to do! It's okay to try new things and set limits for yourself for self-care.

Tell us a fun fact about yourself!

I adopted my first dog last year – and she acts more like a cat than any cat I've met so far! Living with her is never a dull moment, and it has been a great clinical training experience as well, as she has taught me to effectively implement PMT (Parent Management Training) skills.

2022 Smadar Levin Award: Clara Freeman

Please tell us about your current school/position, mentors, and research focus.

I am currently a 5th-year PhD candidate in clinical psychology under the supervision of Dr. Anna Weinberg at McGill University. My research focuses on understanding neural responses to reward as a potential risk marker for depression.

What got you interested in psychopathology research?

I decided I wanted to be a clinical psychologist about halfway through my first college psychology course, Intro to Developmental Psychology. I was fascinated to learn about how the brain develops and the role of environmental factors in shaping developmental trajectories. Because there was no clinical department where I did my undergrad, it was only after college that I actually got involved in psychopathology research. I spent two years as a post-baccalaureate IRTA at the National Institute on Alcohol Abuse and Alcoholism. It was an interesting and exciting place to be, and I really enjoyed getting to work with patients in a research setting, further confirming my desire to pursue a clinical science degree.

Do you have any advice for aspiring or more junior graduate students?

I have really enjoyed the intellectual side of grad school and am grateful to feel motivated by my work. However, what has really made these last four and a half years such a positive time in my life is the social environment I'm in. I feel very lucky to have had such a supportive PI (Thanks, Anna!), wonderful lab mates, and good friends in the department. My advice would be to try to find a lab that you are excited to work in where people enjoy the research they are doing and are supportive of one another. Don't underestimate what a difference that makes.



"My advice would be to try to find a lab that you are excited to work in where people enjoy the research they are doing and are supportive of one another. Don't underestimate what a difference that makes."

CLARA FREEMAN'S
ADVICE TO JUNIOR
GRADUATE STUDENTS

Then, try to prioritize being a good and supportive lab member yourself. My other advice is to take everyone's advice with a grain of salt and know that what works for one person doesn't necessarily work for someone else!

What researcher or research group are you following right now and why?

It feels impossible to choose just one, but the first that comes to mind is Katie McLaughlin. I have recently been working on a paper based on the poster I presented at SRP this year. The paper shows that experiencing the stress of the COVID-19 pandemic led to a significant blunting of neural reward responses. While working on the paper, I read an excellent and very helpful review article by Katie McLaughlin titled Stress-related Psychopathology During the COVID-19 Pandemic. It was a very interesting and thought-provoking article and helped me contextualize our one specific finding into the broader context of the widespread impact of the pandemic on stress and mental health.

What advice would you give your past self when entering grad school?

It took me a couple years to feel like I really hit my stride and knew (more or less) what I was doing in graduate school. I would like to tell my past self to be patient, focus on learning, and trust that things will fall into place.

Tell us a fun fact about yourself!

I am a big fan of crossword puzzles. I use the New York Times crossword puzzle app and last winter tried to get a 100-day streak (each puzzle counts toward the streak if you solve it the day it comes out without hints). I made it to 99 and then on the 100th day, I didn't finish the puzzle in time. I needed a bit of a break from crosswords after that! I haven't given up on the goal though and am trying again this winter – it has been a nice way to destress while going through the APPIC process.

2022 Travel Award: Bronwen Grocott

Please tell us about your current school/position, mentors, and research focus.

I am in my second year of my master's degree in Clinical Psychology at the University of British Columbia under the supervision of Dr. Joelle LeMoult. My research focuses on biological, cognitive, and affective mechanisms in the association between social stress (e.g., loneliness, social rejection) and depression.

What got you interested in psychopathology research?

What got me interested in psychopathology research was the idea of being able to better understand why some people experience mental health symptoms following stress, while others do not. Although mental health conditions are so prevalent and have a significant impact on society, there is still so much that we don't yet know about why they occur. This knowledge gap has informed the mechanistic focus of my research on depression.

Do you have any advice for aspiring or more junior graduate students?

One piece of advice that I would give to more junior graduate students (or anyone preparing for academia) is to not let others tell you what your experience of grad school will be. You might have heard all kinds of horror stories about how stressed or unhappy everyone is but it doesn't have to be that way! Of course, I have also been so lucky to have a very supportive supervisor who gives me the freedom to do the kind of research that I am most passionate about, as well as an amazing cohort, but doing things outside of work that bring you joy is also critical for your success and well-being.



"...the biggest piece of advice I would give to my past self is to realize that no one expects you to know everything right away. Everyone has their own skill sets and you will surprise yourself at how quickly you will learn as long as you can be patient and give yourself the space to do so."

BRONWEN GROCCOTT'S
ADVICE TO HER PAST SELF

What researcher or research group are you following right now and why?

One researcher/research group I have been following recently is that of Dr. George Slavich at UCLA. Lately, I have been more interested in the role of inflammation in vulnerability to depression, and recent work by his group has addressed some of the fundamental questions of interest to the field, such as whether inflammation is associated with depression more broadly or with a specific subset of symptoms (e.g., Moriarity et al., 2022).

What advice would you give your past self when entering grad school?

Going into grad school, the biggest piece of advice I would give to my past self is to realize that no one expects you to know everything right away. Everyone has their own skill sets and you will surprise yourself at how quickly you will learn as long as you can be patient and give yourself the space to do so.

Tell us a fun fact about yourself!

A fun fact about me is that I recently started kickboxing!

2022 Travel Award: Margo Menkes

Please tell us about your current school/position, mentors, and research focus.

I am currently a 4th year PhD student at University of Michigan - Ann Arbor in the clinical science area of the psychology department. My mentors are Melvin McInnis, MD and Patricia Deldin, PhD. I'm also fortunate to get to work with and learn from several additional faculty mentors in U of M's Psychiatry department, including Ivy Tso, PhD, Takakuni Suzuki, PhD, and Sarah Sperry, PhD. My research currently focuses on cognitive control processes in individuals with bipolar disorder.

What got you interested in psychopathology research?

After graduating college I worked as a staff research assistant for a couple of years on a study of first-episode psychosis at Vanderbilt University Medical Center. Having a role that allowed me to work one-on-one with young individuals affected by these illnesses made me really interested in continuing to learn and train to conduct research and clinical work with individuals with bipolar and psychotic disorders.

Do you have any advice for aspiring or more junior graduate students?

It's ok for your interests and goals to change with time and with more exposure to different areas, topics, and paths within this field. Although it can be challenging in academia, make sure to take care of yourself too- however that looks for you.



"Having a role that allowed me to work one-on-one with young individuals affected by these illnesses made me really interested in continuing to learn and train to conduct research and clinical work with individuals with bipolar and psychotic disorders."

HOW MARGO MENKES
FOUND HER RESEARCH
INTERESTS

What advice would you give your past self when entering grad school?

Probably the same things I said above for aspiring and junior graduate students!

Tell us a fun fact about yourself!

I have a cat named Winston.

2022 Travel Award: Ian Raugh

Please tell us about your current school/position, mentors, and research focus.

I am currently a fourth year clinical psychology student at the University of Georgia in Athens, GA working with Dr. Gregory Strauss. My research focuses on emotions, emotion regulation, and mindfulness in daily life in people with serious mental illness.

What got you interested in psychopathology research?

I wanted to understand why some people develop mental illnesses while others don't. My early research experiences with depression helped me focus that interest on emotion regulation and mindfulness as transdiagnostic factors.

Do you have any advice for aspiring or more junior graduate students?

Know when to say yes and when to say no. There is always more to do and more opportunities you can act on, trying to do everything is a recipe for disaster. The clearer your own goals, values, and priorities are, the easier it is to not take on so much work that you burn out.

What researcher or research group are you following right now and why?

I always follow James Gross for emotion regulation research, he is involved in a lot of papers and his work is some of the most highly used in the field. Lately I've also been really interested in the work that Brett Ford (University of Toronto) has put out about the role of emotion beliefs in emotion regulation as a really interesting angle with a lot of clinical implications.



"Know when to say yes and when to say no...The clearer your own goals, values, and priorities are, the easier it is to not take on so much work that you burn out."

IAN RAUGH'S ADVICE
FOR JUNIOR
GRADUATE STUDENTS

What advice would you give your past self when entering grad school?

Deadlines are closer than they appear on the calendar, so always plan ahead.

Tell us a fun fact about yourself!

I taught ballroom dance professionally for a few years before starting my research career.

2022 Travel Award: John Purcell

Please tell us about your current school/position, mentors, and research focus.

I received a PhD in Clinical Psychology from Indiana University in 2022 under the supervision of Bill Hetrick and Josh Brown and am now a postdoctoral fellow working with David Zald and Jennifer Mulle at Rutgers University. My research aims to characterize the imbalance between cognitive processes underlying risk/uncertainty perception and positive valence systems subserving adaptive reward pursuit in psychosis-spectrum and affective disorders. I investigate this across behavioral risk-taking tasks to identify specific aberrations in associated networks of brain regions (e.g., striatum, insula, anterior cingulate) using functional MRI.

What got you interested in psychopathology research?

I was originally interested in becoming a therapist and developed an interest in schizophrenia and bipolar disorder working with folks in a psychosocial mental rehabilitation day program. While that experience was rewarding, I felt as if something was missing. Working on research in June Gruber's Positive Emotion and Psychopathology lab and working part-time with Ty Cannon and Kristen Haut really helped solidify my passion for research. I hope that my work can inform ways to empower, or improve the quality of life for, those with mental health conditions.

Do you have any advice for aspiring or more junior graduate students?

Maybe to anticipate that there will be both successes and failures along the way. Also, remember that there is intrinsic value in the learning process that is not reducible to any quantifiable goals (i.e., papers, grants) or skills.



"My research aims to characterize the imbalance between cognitive processes underlying risk/uncertainty perception and positive valence systems subserving adaptive reward pursuit in psychosis-spectrum and affective disorders."

JOHN PURCELL ON
HIS RESEARCH FOCUS

What researcher or research group are you following right now and why?

There's so much fantastic stuff out there! Work by Stan Floresco, Florian Shlagenhauf, and Jason Smucny into dopaminergic and brain circuits underlying reward and risk processing. Work by Phil Corlett, Julia Sheffield, and Steffen Moritz into predictive processes and belief formation. I'm always excited to read work on a variety of topics from Lena Palaniyappan and Sohee Park. The fun thing about SRP is meeting new colleagues. For example, I've had exciting chats about decision-making with Carly Lasanga and Danielle Currin during poster sessions, and now I always keep an eye out for their future work.

What advice would you give your past self when entering grad school?

Maybe to bear in mind that things are only as important as you make them.

Tell us a fun fact about yourself!

I think skunks are absolutely adorable and would love to own one!

2022 President's Award: Anh Dao

Please tell us about your current school/position, mentors, and research focus.

I am currently the lab manager of the Mood, Emotion, and Development Lab (directed by Dr. Autumn Kujawa). I have worked with Dr. Kujawa for almost four years, and I also collaborate with Dr. Bahr Weiss. Additionally, I received statistical training from Dr. Andrew Tomarken. I am very interested in using longitudinal multi-method studies to assess the various psychosocial factors influencing the onset, maintenance, course, and vulnerability to depression.

What got you interested in psychopathology research?

I grew up in a small, working-class town named Rakovnik in the Czech Republic. As a child, I spent a lot of time in hospital waiting rooms, serving a rather peculiar role of a Vietnamese language broker. I often doubted my language skills, having once translated the term 'stomach bug' to 'intestine beetle.' And yet, I found myself in emergency rooms translating for my parents or sometimes even complete strangers. I began my first independent 'research' project back then, collecting and summarizing brochures and colorful pamphlets that introduced new treatments and observing how well people understood my interpretations. I believe that others relied on me not only because of my knowledge of the Czech language but also because of my ability to explain complex medical procedures in a way that helped them make informed decisions. This early experience left a lasting impact on my then future career direction, to study psychology, and sparked my initial interest in research.



"This early experience [working as a Vietnamese language broker in hospitals in the Czech Republic] left a lasting impact on my then future career direction, to study psychology, and sparked my initial interest in research."

HOW ANH DAO
BECAME INTERESTED
IN
PSYCHOPATHOLOGY
RESEARCH

Do you have any advice for aspiring or more junior researchers?

I like to remind myself that each person plays an important part in the lab and our research work. Take charge of your own goals and learning!

What researcher or research group are you following right now and why?

I am mainly interested in mood disorder research, but I read every single SRP listserv email because I love learning about the research I am not familiar with!

What advice would you give your past self when entering research?

Knowing how to do things/being supportive of your lab mates is important, but understanding how to guide others in figuring out their own solutions is really what you should strive for.

Tell us a fun fact about yourself!

I have drawn most of our lab members as potatoes.

2022 President's Award: Beier Yao

Please tell us about your current school/position, mentors, and research focus.

I'm a post-doctoral research fellow at McLean Hospital, with a research focus on neurobiological mechanisms of psychosis and a particular interest in interoception (the processing, integration, interpretation, and regulation of bodily signals). Currently, my primary mentor is Dr. Eve Lewandowski, and I've also been working closely with Dr. Mei-Hua Hall.

What got you interested in psychopathology research?

I've been interested in psychology since I was very young, but really got interested in psychopathology in particular when I volunteered at a small center for children with ASD (Autism Spectrum Disorder) during high school. I became more interested in research when I conducted an independent research project in social psychology in college, and eventually got involved in psychopathology research as a post-bac RA at the University of Michigan and really enjoyed my time working there.

Do you have any advice for aspiring or more junior graduate students?

Find a supportive environment and surround yourself with supportive people, especially if you're from marginalized communities. Grad school is hard enough without all the potential systematic barriers. I will forever be grateful for all the supportive mentors I've had since my very early research days in college. I would not be where I am today if it weren't for them. Supportive can come in many ways, shapes, and forms, but the bottom line is that they truly care about and prioritize your growth and well-being. (If any prospective graduate students with research interests in psychosis are reading, I highly recommend Dr. Ivy Tso and Dr. Katy Thakkar as mentors!)



"Find a supportive environment and surround yourself with supportive people, especially if you're from marginalized communities."

BEIER YAO'S
ADVICE FOR
JUNIOR
GRADUATE
STUDENTS

What researcher or research group are you following right now and why?

Interoception is a rapidly growing field so there are so many to choose from! I'll just name two researchers here whose work I've found really inspiring. Dr. Catherine Tallon-Baudry has done some fascinating work on how central processing of bodily signals contributes to subjectivity and consciousness. Dr. Alex Galvez-Pol has developed some elegant paradigms examining the effect of bodily signals on how we interact with the world and perceive other people.

What advice would you give your past self when entering grad school?

Get into a habit of reading widely and regularly as early on as possible. It took me years (and after writing a whole review paper) to materialize my research interest niche. Starting reading (and thinking) earlier would probably have made the process a little bit easier.

Tell us a fun fact about yourself!

I have two cats, Tsuki and Wallace. While Tsuki is shy and well-mannered, Wallace is a very vocal ginger tabby whose only passion in life is food. Naturally, he has trained my partner very well using good old operant conditioning. Now he gets a sliver of meat/fish/whatever piques his interest whenever my partner is cooking.

2022 President's Award: Yinghao Zhang

Please tell us about your current school/position, mentors, and research focus.

I am a second year PhD student at Stony Brook University working under the mentorship of Dr. Nicholas Eaton. My research focus is pretty broad at this point, but I'm generally interested in the longitudinal development of transdiagnostic constructs and psychopathology structure.

What got you interested in psychopathology research?

Good question, I can't point to any watershed moment. I guess an undergraduate class in clinical psychology got me a serious look down into the rabbit hole. I then did an honor thesis with Dr. David Cole at Vanderbilt and his terrific mentorship played a big role in making me want to go deeper into clinical psych research and here I am.

Do you have any advice for aspiring or more junior graduate students?

For aspiring graduate students, spend some time enjoying your life before jumping on the train! Obviously research experience, preferably with first-author opportunities, is one key to the door but once you are already navigating the application season, don't internalize it with the waitlists and rejections you get. For more junior graduate students, enjoy your free time before inevitably getting your hands full with clinical work.



"...I'm generally interested in the longitudinal development of transdiagnostic constructs and psychopathology structure."

YINGHAO
ZHANG'S
RESEARCH
FOCUS

What researcher or research group are you following right now and why?

Work from Dr. Aidan Wright's and Dr. Eiko Fried's groups has been quite intriguing to me. I like innovative methods and philosophy of science stuff. I also try to keep up with any HiTOP-related publications.

What advice would you give your past self when entering grad school?

I don't have a ton of regrets yet as a second year (perhaps I will later). Maybe the past me should try to spend more time on research and less time on coursework.

Tell us a fun fact about yourself!

I've been to North Korea.

2022 Student Contributors



Danielle Abel is a fifth-year doctoral student in the clinical psychology program at Indiana University Purdue University Indianapolis (IUPUI). She works under the mentorship of Dr. Kyle Minor studying how social and emotional impairment manifest in the daily lives of those with schizophrenia. Her research uses ambulatory methods to measure daily functioning and gain a more nuanced understanding of social deficits in schizophrenia.



Linlin Fan is a fourth-year doctoral student in the psychology program at the University of Texas at Dallas (UTD), where she works in the Schizophrenia and Social Cognition lab directed by Dr. Amy Pinkham. Using neuroimaging and behavioral methods, her research examines the bio-psycho-social factors (e.g., prefrontal-amygdala function, trait self-compassion) that contribute to paranoia and psychotic symptoms. She is currently developing a project that utilizes neuromodulation techniques (i.e., transcranial direct current stimulation) and ecological momentary assessments to reduce paranoia and improve daily social functioning.



Rebecca Flynn (she/her) currently works as a research assistant in the SNaP Lab at Rush University Medical Center. Her research interests include the development of digital interventions and prediction methods for severe mental illness.



Pan Gu is a first-year doctoral student in Dr. Jerillyn Kent's Action, Cognition & Translational Neuroscience (ACTN) Lab at The University of Texas at Dallas. Pan's primary research interest is understanding the underlying neural mechanisms involved in psychosis, particularly those contributing to social cognition impairments, with neuroimaging and other interventions.



Maitreyee Kulkarni is a doctoral student in the Neuroscience program, with a concentration in Cognitive Neuroscience research at University of Texas at Dallas. She works in the Action, Cognition and Translational lab directed by Dr. Jerillyn Kent. Her broader research interests are Neuropsychology and Neuroanatomy. More specifically, she is interested in investigating the neuroanatomical correlates of higher order cognitive functions in individuals with psychotic disorders to develop specific structural targets for therapeutic interventions.



Evan Myers (he/him) is a fourth-year doctoral student at Indiana University-Purdue University Indianapolis (IUPUI) working with Dr. Kyle Minor. His research interests include metacognitive deficits and disorganization in psychosis.



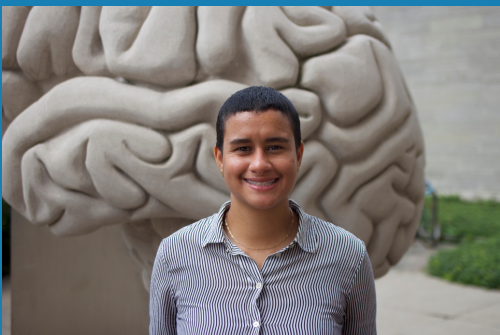
Chloé Peyromaure de Bord (she/her) is a research coordinator in Dr. Jerilyn Kent's Action, Cognition & Translational Neuroscience (ACTN) Lab at The University of Texas at Dallas. Her research interests include social cognition impairments across the psychosis spectrum, and the neural correlates of psychotic disorders, and trauma and stress-related disorders.



Madisen Russell is a graduate student in the Clinical Psychology PhD program at Indiana University-Purdue University, Indianapolis. Her primary research interests are in the assessment and intervention of social and non-social cognitive deficits across different phases of psychosis (e.g., CHR, FEP, chronic), particularly for socioeconomically disadvantaged or historically excluded individuals that may not have access to traditional treatment options.



Rachel Sussman is a Clinical Research Coordinator at Massachusetts General Hospital where she studies social and emotional functioning in schizophrenia with Drs. Daphne Holt and Nicole DeTore. She's interested in using data science to improve quality of life for individuals with serious mental illnesses.



J Wolny is interested in integrating social psychological theory to take a culturally-informed approach to examine mental health phenomena along the psychosis-spectrum. Accordingly, their present research employs psychometric techniques to investigate racial differences in self-reported paranoia.



Matthew Wronski (He/Him/His) is a Research Coordinator at Rush University Medical Center, where he works across multiple projects studying social-emotional skills in children, adolescents, and young adults. He is interested in how cognitive and emotional factors contribute to both psychopathology and well-being, and how emotion regulation strategies can benefit all individuals across development and allow for personal growth.

The logo for the Society for Research in Psychopathology (SRP) features the letters 'SRP' in a large, bold, serif font. To the right of the letters is a vertical bar composed of three parallel lines.

Society for Research
in Psychopathology

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Chloé Peyromaure de Bord**

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& Jeri Kent**