

KATHERINE DURHAM, M. Phil., Ed.M., M.S., M.A.

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2 Ellwood Street, Apt. 4R, New York, NY 10040

EDUCATION

Columbia University, New York, NY

Ph.D. in School Psychology

Expected Date of Graduation: October 2019

- APA and NASP accredited program
- Director of Clinical Training: Stephen Peverly, Ph.D.: peverly@tc.columbia.edu, (212) 678-3084
- Dissertation Title: Domains of intellectual functioning and posttraumatic stress disorder symptoms among traumatized youth
- GPA: 4.08

Columbia University, New York, NY

- M.Phil. in School Psychology: October 2018

Teachers College, Columbia University, New York, NY

- Ed.M. in Applied Developmental and Learning/School Psychology: February 2019
- M.A. in Educational Psychology, Schooling: October 2018
- M.S. in Applied Statistics: May 2017
 - Culminating Experience Project: Predicting PTSD Diagnostic Status Among a Sample of Traumatized Urban Youth
- M.A. in Psychology in Education: May 2014
 - Special Project: A Stepped, Collaborative Care Model of Interpersonal Psychotherapy for Depressed Adolescent

University of Colorado at Boulder, Boulder, CO

- B.A. in Psychology
- Graduated with honors, *summa cum laude*
- Honors Thesis: Bringing Stereotypes into the Bedroom: Gender Differences in Agency and Passivity and Consequences for Sexual Behavior
- GPA: 3.58

CLINICAL EXPERIENCE

Julia Andrus Dyckman Memorial (Andrus), Yonkers, NY

Pre-doctoral Clinical Internship (Full-time): July 2018 – June 2019

Primary Supervisor: Jonathan Cohen, Ph.D., Licensed psychologist (NYS#010428)

- Provides weekly individual, evidence-based psychotherapy to day-treatment students in third through eighth grade with Autism Spectrum Disorder, Attentive-Deficit/Hyperactivity Disorder, mood disorders (e.g., Bipolar Disorder, Major Depressive Disorder, Persistent Depressive Disorder), disruptive behaviors (e.g., Oppositional Defiant Disorder, Conduct Disorder), Excoriation and Tic Disorders.
- Leads two weekly evidence-based group psychotherapy for students:

- A social skills and emotion regulation group for 4-6 third grade students diagnosed with neurodevelopmental and disruptive disorders.
- An emotion regulation and coping skills-focused group with 4-7 eighth grade students diagnosed with neurodevelopmental, disruptive, and mood disorders.
- Consults with teachers and school administrators to design and implement behavior management programs and support the clinical needs of students in classrooms.
- Conducts psychoeducational and neuropsychological evaluations to aid in educational planning and placements.
- Contributes to, participates in, and facilitates meetings of the Committees on Special Education.
- Supports students in the classroom and other school-based milieus, including the use of crisis intervention strategies as needed.
- Develops and implements programs as part of the school-wide Positive Behavioral Interventions and Supports.
- Participates weekly didactic seminars on topics including Family Therapy, Play Therapy, Diversity and Multicultural Competence, Trauma-Informed Interventions, Professional Development, and others.
- Attends monthly Grand Rounds presentations at New York Presbyterian Hospital in Westchester.

Bronxville Union Free School District, Bronxville, NY

School Externship (Anticipated 600 hours; 16 weekly): August 2017 – June 2018

Primary Supervisor: Joyce Vastola, Psy.D., Licensed psychologist and certified school psychologist (NYS #009446)

- Provided individual and group counseling/therapy to elementary, middle, and high school students with various emotional, social, academic, and intellectual differences (e.g., social skills group for students with low and high functioning Autism Spectrum Disorder).
- Consulted with parents, teachers, administrators, and external mental and other health care professionals to coordinate and assist in implementing interventions in the school, classroom, and at home.
- Participated in the delivery of a new school-based Dialectical Behavior Therapy program.
- Conducted psychoeducational evaluations for triennial and initial Individualized Education Plans and Section 504 accommodation plans.
- Attended and participated in Committee on Special Education and annual review meetings.
- Delivered professional development seminars for educators and parents.

Children's Day Unit/Pediatric Anxiety and Mood Research Center

New York State Psychiatric Institute and Columbia University Medical Center

Clinical Externship (920 hours; 20 weekly): July 2016 – July 2017

Primary Supervisor: Paula Yanes-Lukin, Ph.D., Licensed psychologist (NYS #020307)

- Provided evidence-based individual psychotherapy, psychoeducation, social, emotional support to children and adolescents aged 5 – 18 with school refusal, anxiety disorders (e.g., Generalized and Social Anxiety), Obsessive-Compulsive Disorder, depression disorders (e.g., Major Depressive, Persistent Depressive), Oppositional Defiant Disorder.

- Provided treatment for Obsessive Compulsive Disorder to children and adolescents as part of a research protocol investigating the effects of psychotherapy/medication on brain structure.
- Participated in weekly multidisciplinary clinical team meetings to monitor treatment progress and coordinate intervention strategies for patients, including psychopharmacological and family interventions.
- Led weekly evidence-based, cognitive-behavioral group psychotherapy for patients on the unit.
- Conducted diagnostic evaluations for individuals, aged 5 – 16, based on clinical interviews with parents and children/adolescents.
- Completed two full neuropsychological assessments.
- Collaborated with school districts and teachers to facilitate development of Individualized Education Plans and meet the educational needs of patients, including transportation and other appropriate accommodations.
- Worked with parents and family members of patients to implement behavioral modification strategies.
- Attended weekly Grand Rounds presentations.

Corpus Christi School, New York, NY

Fieldwork in School Psychology (600 hours): September 2015 – June 2016

Supervisor: Gardith Marcelin, Ph.D., Licensed psychologist and certified school psychologist (NYS #019920)

- Provided individual therapy, psychoeducation, social, emotional, and academic support to children and adolescents aged 4 – 15 with varied psychological, behavioral, and academic impairments.
- Conducted group counseling sessions focusing on interpersonal skills and stress management with female adolescents aged 13-14.
- Conducted psychoeducational evaluations to assess strengths and weaknesses in cognitive, social, emotional, behavioral, and academic functioning.
- Consulted with teachers, parents, and school administration.

The Dean-Hope Center for Educational and Psychology Services, Teachers College, Columbia University, New York, NY

Practicum in Psychoeducational Assessment (300 hours): September 2014 – May 2015

Supervisors: Erin Rivelis, Ph.D. (NYS #018365), Spring 2015; Helen Stevens, Ph.D. (NYS #011805), Fall 2014

- Conducted psychoeducational assessments using cognitive, academic achievement, projective, social-emotional, and graphomotor measures for a fifteen-year-old female (Spring 2015) and a six-year-old male (Fall 2014).
- Generated comprehensive reports including case formulations and recommendations based on developmental, academic, and social history obtained from parents; behavioral observations in sessions and at school; and results from assessment measures.
- Conducted intake sessions with clients' parents following referral and presented results with recommendations to parents and client upon completion of assessment.
- Sessions were recorded and reviewed by graduate student supervisors.

Devereux Cleo Wallace Center, Westminster, CO

Mental Health Worker: August 2010 – May 2012

Supervisor: Lisa Gaudia, Ph.D., Licensed psychologist (CO #PSY.0002452)

- Developed and facilitated daily activities for a 13-bed unit of female adolescents between the ages of 12 and 19 with varied psychiatric, emotional, and behavioral impairments.
- Aided in crisis response across the 112-bed residential facility with adolescents from the juvenile correction department, with high-functioning autism spectrum disorders, and with a history of sexually reactive behaviors.
- Worked with clients diagnosed with post-traumatic stress disorder, major depressive disorder, bipolar disorder, autism spectrum disorder, conduct disorder, substance abuse and those displaying borderline personality tendencies, schizophrenic symptoms, non-suicidal self-injurious behaviors and suicidal ideation.
- Designed and co-led group therapy sessions targeting aggressive and angry behaviors, social deficits, self-esteem, assertiveness, and peer mediation.
- Coordinated off-grounds trips to encourage appropriate and positive behaviors while in residence and facilitate functioning after being discharged while modeling appropriate interaction with the community.
- Communicated regularly with parents and involved agencies on behalf of the adolescents and center.

SUPERVISORY CLINICAL EXPERIENCEPracticum in Psycho-Educational Assessment of Culturally Diverse Students

Spring Semesters: 2016 and 2017

Supervisor: Erin Rivelis, Ph.D. (NYS #018365)

- Supervised three first-year school psychology students each semester in their assessments of children/adolescents and adult clients at the Dean Hope Center for Educational and Psychology Services. Provided supervision in case conceptualization, assessment selection, and psychoeducational report writing for use in schools and referrals for services.
- Reviewed video-recorded intake interviews and assessment sessions and provided detailed feedback and instruction.
- Trained students on administration of the Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition and the Bender Visual-Motor Gestalt Test, Second Edition.
- Assisted in delivering feedback on findings to parents and/or examinees upon completion of the evaluation.

GRADUATE ASSISTANTSHIPS/FELLOWSHIPS**Teachers College, Columbia University, New York, NY**Office of Continuing Professional Studies

Summer 2017 – Present

Supervisor: Amy Deiner, M.S.

- Facilitated workshops and training programs sponsored by various faculty and groups.
- Corresponded with participants to facilitate receipt of certifying credentials.
- Coordinated re-accreditation procedures with various crediting agencies (e.g., the International Association for Continuing Education and Training, etc.).

Teachers College, Columbia University, New York, NY

Psychology Faculty Coordinating Committee/Institute for Psychological Science and Practice

Fall Semester 2016 – Spring 2018

Supervisors: Peter T. Coleman, Ph.D., and Caryn Block, Ph.D.

- Organized interdepartmental events to foster community across psychology programs:
 - Psychology Welcoming Event for new and continuing psychology students at the College.
 - Open Houses, in collaboration with the TC Admissions Office, for potential applicants to psychology programs at the College.
 - Psychology Faculty Dinner, and a community reception for faculty and students.
- Created and chaired a Psychology Student Coordinating Committee with representatives from each doctoral-level psychology program at the College.
- Participated in monthly meetings of the Psychology Faculty Coordinating Committee and Student Committee.
- Liaised with the External Communications Office to develop a Psychology@TC website.

Graduate Admissions Coordinator

Fall Semester 2014 – Spring 2017

Supervisor: Philip A. Saigh, Ph.D.

- Facilitated admissions process for applicants to the Ed.M. and Ph.D. School Psychology Program.
- Hosted and organized presentations and program for applicants visiting the College for interviews.
- Interfaced with the Admissions Office and the School Psychology faculty members to review applications and communicate program decisions with applicants.
- Corresponded with faculty and applicants regarding interview and acceptance decisions and conducted interviews for each program of study.

TEACHING EXPERIENCE

Applied Regression Analysis

Teaching Assistant

Spring Semesters: 2017 and 2014

Supervisor: Beth Tipton, Ph.D.

- Co-instructed students across college departments on simple linear, multiple, logistic, and Poisson regression analysis using SPSS (2014).
- Hosted weekly office hours to ensure students' comprehension of course material.
- Graded homework assignments and provided detailed feedback to students enrolled in the course.
- Supported fellow teaching assistants in their instruction of material to lab sections.

Individual Psychological Testing I Lab

Supervising Graduate Assistant

Fall Semesters: 2015 and 2016

Supervisors: Marla Brassard, Ph.D. (2016); Erica Miller, Ph.D. (2015)

- Supervised three advanced doctoral students as they each trained seven first-year school psychology students (2016).
- Trained and supervised seven first-year school psychology students in the proficient administration and scoring of cognitive assessments for children and adults including Wechsler Intelligence Scale for Children-V (WISC-V), the Wechsler Adult Intelligence Scale-IV (WAIS-IV), the Wechsler Preschool and Primary Scale of Intelligence – IV (WPPSI-IV) and the Woodcock-Johnson Tests of Cognitive Abilities-IV (WJ-IV).
- Evaluated students' assessment abilities according to standardized standards of the WISC-V with videotaped recordings of administrations.
- Provided guidance and feedback regarding accurate and appropriate scoring of aforementioned measures.

Diagnostic Interviewing Lab

Graduate Assistant

Fall Semester 2014 – Spring Semester 2017

Supervisor: Philip A. Saigh, Ph.D.

- Provided training on diagnostic interviewing based on DSM-5 criteria to first-year school psychology students.
- Instructed students on the writing of diagnostic reports based on mock interviews conducted in pairs and provided feedback on each of three reports per student.
- Reviewed videos of mock interviews conducted by students.

Families as a Context for Child Development

Graduate Assistant

Spring Semester 2014

Supervisor: Marla Brassard, Ph.D.

- Designed a presentation to introduce students to *Emotion Coaching*, a skill-building program for parents to encourage development of Emotional Intelligence in children.
- Graded quizzes based on the *Incredible Years* training program.

Probability and Statistical Inference

Teaching Assistant

Fall Semester 2013 – Spring Semester 2014

Supervisor: Anastasios Markitsis, Ph.D.

- Assisted in the instruction of students across college departments on probability theory, probability and sampling distributions, and hypothesis testing using normal, t , chi-square, and F distributions.
- Hosted weekly office hours to ensure students' comprehension of course material.
- Graded weekly quizzes and provided detailed solutions to homework problems for students' reference.

University of Colorado at Boulder, Boulder, CO

General Psychology Lab

Teaching Assistant

Fall Semester 2008

Supervisor: Diane Martichuski, Ph.D.

- Assisted in the instruction of introductory, general psychology material by designing lessons and activities to present during weekly lab meetings.
- Hosted review sessions and created guides to aid in students' exam preparation.
- Hosted weekly office hours to ensure students' comprehension of course material.

RESEARCH EXPERIENCE

Teachers College, Columbia University, New York, NY

Research Lab Member for Philip A. Saigh, Ph.D.

Fall Semester 2014 – Present

- Reviewed scholarly articles for manuscript publication.
- Conducted comprehensive assessment batteries of children and adolescents with histories of trauma exposure at Bellevue Hospital Center for data collection.
- Assisted lab members throughout writing of dissertations, presentations, and publications.
- Reviewed literature and analyzed data using SPSS and R to write dissertation.

Research Assistant for Lena Verdeli, Ph.D.

Spring Semester 2013 – Spring Semester 2014

- Conducted literature reviews for dissertation projects including an examination of maternal mental health and child outcomes based on the Millennium Global Villages Project.
- Assisted in IRB preparation for a research study investigating mental health issues of unaccompanied immigrant minors.

Pediatric Anxiety and Mood Research Clinic in the Department of Child Psychiatry at New York State Psychiatric Institute, New York, NY

Research Assistant for Laura Mufson, Ph.D. and Paula Yanes-Lukin, Ph.D.

Spring Semester 2013 – Fall 2014

- Entered data and assisted in coordinating an investigation of clinic-based, Stepped Care Interpersonal Psychotherapy for Adolescents (IPT-A) with Depression.
- Assisted in the collection of data based on various self-report measures provided to parents and adolescents and collected at primary care clinics throughout upper Manhattan.
- Contributed to writing of journal articles including a manuscript describing secondary analyses of previous IPT-A data to determine the intervention's cultural validity for Latino populations, and an article summarizing the acceptability and feasibility findings from a pilot study on IPT delivery within primary care settings.
- Participated in the peer review process of IPT-related articles submitted for publication to *Behavioral and Cognitive Psychotherapy* and the *Archives of Suicide Research*.

University of Colorado at Boulder, Boulder, CO

Fall Semester 2007 – Spring Semester 2009

Research Assistant for Jennifer Kubota, Ph.D.

- Conducted computer and paper-based research data collection to explore racial prejudice involving weapon bias for various ethnic groups.

- Administered a large psychosexual survey to assess endorsement of gender stereotypes and the effects of those stereotypes on sexual experience, satisfaction and responsible sexual habits.
- Entered and analyzed data using SPSS.

PUBLICATIONS, PRESENTATIONS AND POSTERS

Bellantuono, A., Saigh, P.A., Durham, K., Dekis, C., Hackler, D., McGuire, L.A., Yasik, A.E., Halamandaris, P.V., & Oberfield, R. A. (2018). A comparative analysis of family adaptability and cohesion ratings among traumatized urban youth. *School Psychology Quarterly*, 33(1), 21-29.

Saigh, P.A., McGuire, L.A., Bellantuono, A., Durham, K., Yasik, A.E., Dekis, C., Hackler, D., & Oberfield, R.A. (October, 2016). *PTSD Symptoms and Anxiety Among Traumatized Children*. Poster Presentation at the Association for Behavioral and Cognitive Therapies Annual Conventions, New York, NY.

Saigh, P.A., Hackler, D.A., Yasik, A.E., McGuire, L.A., Bellantuono, A., Dekis, C., Durham, K., Halamandaris, P.V., & Oberfield, R.A. (2016). The Junior Eysenck Personality Inventory ratings of traumatized youth with and without PTSD. *Journal of Personality and Individual Differences*, 101, 16-21.

Saigh, P.A., McGuire, L.A., Bellantuono, A., & Durham, K. (2016, February). *Child PTSD Workshop: Research, Assessment, and Treatment*. Presentation at the National Association of School Psychologists Annual Convention, New Orleans, Louisiana.

Durham, K. (2009, April). *Bringing Stereotypes into the Bedroom: Gender Differences in Agency and Passivity Stereotypes and Consequences For Sexual Behavior*. Paper presented at the Rocky Mountain Psychology Association meeting in Albuquerque, New Mexico.

PROFESSIONAL DEVELOPMENT

Course Attendance

- *Comprehensive DBT and DBT STEPS-A* with Alec Miller, Psy.D., and Elizabeth Dexter-Mazza, Psy.D., at Bronxville Union School District, Bronxville, New York, June 2017.
- *An Introduction to Interpersonal Psychotherapy for Depressed Adolescents (IPT-A)* with Laura Mufson, Ph.D., and Anat Brunstein Klomek, Ph.D., at Teachers College, Columbia University, March 11-12, 2017.
- *Social Anxiety Disorder in Children and Adolescents: Assessment and Treatment* with Joanna Robin, Ph.D., Teachers College, Columbia University, New York, NY, June, 2016.
- *Assessment and Treatment of Children with Attention Deficit-Hyperactivity Disorder* with George J. DuPaul, Ph.D., Teachers College, Columbia University, New York, NY, October, 2015.
- *Mandated Reporter Certification*, Teachers College, Columbia University, New York, NY, August 2015.

- Question, Persuade, and Refer suicide assessment training, including safety contracting and prevention (QPR Certification Course), Teachers College, Columbia University, New York, NY, June 2015.
- *NVivo Qualitative Analysis Training Workshop*, Teachers College, Columbia University, New York, NY, April 2013.
- *Diagnostic Interview Schedule for Children Training Workshop* with Prudence Fisher, Ph.D., New York State Psychiatric Institute.

Conference Attendance

- *Association for Cognitive and Behavioral Therapies Annual Convention*, New York, New York, October 2016.
- *National Association of School Psychologists 2016 Annual Convention*, New Orleans, Louisiana, February 2016.
- *Authority, Competition, and Collaboration: A Three Day Group Relations Conference in the Tavistock Tradition*, Teachers College, Columbia University, New York, NY, July 2015.

PROFESSIONAL AFFILIATIONS

American Psychological Association (APA), student affiliate, 2012 – present.

National Association of School Psychologists (NASP), student affiliate, 2014 – present.

Movement for Global Mental Health, member, 2012 – present.

Psi Chi National Psychology Honor Society, member, 2008 – 2009, secretary 2009.

ASSESSMENT EXPERIENCE

Cognitive Measures

- Wechsler Adult Intelligence Scale, Fourth Edition
- Wechsler Intelligence Scale for Children, Third Edition, Fourth Edition, Fifth Edition
- Wechsler Preschool and Primary Scales of Intelligence, Fourth Edition
- Woodcock-Johnson Tests of Cognitive Abilities, Fourth Edition, selected subtests from Third Edition, Normative Update

Achievement Measures

- Clinical Evaluation of Language Fundamentals Preschool-2
- Clinical Evaluation of Language Fundamentals-5
- Comprehensive Test of Phonological Processing-2
- Wechsler Individual Achievement Test, Third Edition
- Woodcock-Johnson Tests of Achievement, Fourth Edition, selected subtests from Third Edition, Normative Update

Behavior Scales and Personality Measures

- Achenbach System of Empirically Based Assessment, Behavior Assessment System for Children, Second Edition, Ages 6-18
 - Parent Rating Scales
 - Teacher Rating Scales
 - Self-Report of Personality
- Behavior Assessment System for Children – Second and Third Editions
 - Parent Rating Scale
 - Teachers Rating Scale
 - Self-Report Scale
- Child Behavior Checklist, Parent Version, Ages 6-18
- Conners-3rd Edition
 - Parent Rating Scale
 - Teacher Rating Scale
 - Self-Report Scale
- Family Adaptability and Cohesion Evaluation Scale-II
- Family Satisfaction Scale
- Piers-Harris Children’s Self-Concept Scale-2
- Qualitative Reading Inventory, Fifth Edition
- Revised Children’s Manifest Anxiety Scale

Symptom Inventories

- Beck Depression Inventory
- Children’s Yale-Brown Obsessive Compulsive Scale
- Children’s Depression Inventory
- Columbia Suicide Severity Rating Scale
- Hamilton Depression Rating Scale
- Multidimensional Anxiety Scale for Children
- Screen for Child Anxiety Related Disorders

Diagnostic Interviews

- Anxiety Disorders Interview Schedule-IV
- Children’s PTSD Inventory
- Diagnostic Interview for Children and Adolescents Revised
- Diagnostic Interview Schedule for Children-IV
- Semistructured Clinical Interview for Children and Adolescents

Developmental Measures

- Vineland Adaptive Behavior Scales, Second Edition Parent/Caregiver Rating Form and Teacher Rating Form
- Vineland Adaptive Behavior Scales, Second Edition, Survey Interview Form

Neuropsychological Measures

- Behavior Rating Inventory of Executive Functioning
 - Parent Form
 - Teacher Form

- California Verbal Learning Test
- Delis-Kaplan Executive Function System
- NEPSY-2
- Rey Osterrieth Complex Figure Test/Taylor Complex Figure Test
- Wide Range Assessment of Memory and Learning, Second Edition

Visual-Motor Perception Measures

- Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition
- Bender Visual-Motor Gestalt Test, Second Edition

Projective Measures

- Children's Apperception Test
- Kinetic Family Drawing
- Thematic Apperception Test
- Rorschach Inkblot Test, R-PAS Interpretation
- Sentence Completion Test

THERAPEUTIC INTERVENTION EXPERIENCE

Families/School-Family

- Incredible Years Parent Training (Basic)
- Conjoint Behavioral Consultation
- School-Wide Suicide Prevention (QPR Certification)

Small Group/Classroom-Based

- Cognitive Behavioral Therapy for adolescents with anxiety
- DBT STEPS-A (Dialectical Behavior Training for Emotional Problem Solving for Adolescents)
- Good Behavior Game
- Interpersonal Skills Training
- Token Economy System
- Stress-Management

Individual Child/Adolescent

- Assertiveness Training
- Bibliotherapy for Preschool
- Child-Directed Play Therapy
- Cognitive Behavioral Therapy
- Coping Cats
- Dialectical Behavior Therapy
- Exposure Therapy
- Functional Behavior Analysis
- Interpersonal Psychotherapy for Depressed Adolescents
- Progressive Muscle Relaxation
- Systematic Desensitization
- Suicide Assessment, Contracting, and Prevention (QPR Certification)
- Treatment for Adolescents with Depression