

Alexandra E. Chalfin

EDUCATION

- 2019 - to present **APA accredited and NASP-approved School-Clinical Child Psychology Psy.D. Program**
Ferkauf Graduate School of Psychology, Yeshiva University, Bronx, NY
M.A., General Psychology June 2022
Doctoral research: *“Examining the relationship between job satisfaction and professional quality of life among Head Start teachers and staff”*
Doctoral research advisor: *Greta Doctoroff, Ph.D.*
- 2013-2017 **B.S., Psychology major; Hispanic Studies minor**
Trinity College, Hartford, CT
Senior Thesis: *Family Dynamics in a Preventive Intervention for Childhood Anxiety*
Advisors: *Laura Holt, Ph.D. and Molly Helt, Ph.D.*
- Fall 2015 **Universitat Pompeu Fabra, Barcelona, Spain**
All courses taught in Spanish

LANGUAGES: Spanish -- full professional proficiency

EXTERNSHIPS AND CLINICAL EXPERIENCES

Pre-Doctoral Psychology Extern

Kurtz Psychology Consulting PC, New York, NY

Supervisor: Steven Kurtz, Ph.D., ABPP

Setting: Private Practice

- July 2022- to present
- Conduct Parent-Child Interaction Therapy (PCIT) for children with disruptive behavior and comorbid presenting concerns
 - Deliver evidence-based treatment to youth with internalizing and externalizing disorders through individual and group therapy sessions for toddlers, children, and adolescents
 - Collaborate with schools and conduct school consultation and trainings as needed
 - Provide mentorship for children with selective mutism during intensive group behavioral treatment programming
 - Conduct intake evaluations, formulate case conceptions, and develop treatment plans

Pre-Doctoral Student Therapist – *Cognitive Behavioral Therapy (CBT) Practicum*
Parnes Clinic at Ferkauf Graduate School of Psychology, Bronx, NY
Supervisor: Dr. Jonathan Rosen, PsyD.

Setting: University Community Clinic

- Aug. 2021-
July 2022
- Deliver CBT-based interventions for children with anxiety, depression, and disruptive behaviors in weekly therapy sessions
 - Work with parents and families using CBT theory and techniques to help them better manage their children's behavior
 - Conduct intake assessments using the KSADs and other relevant evaluations as appropriate for families seeking CBT-based treatment.

Clinical Psychology Extern, *Children's Evaluation and Rehabilitation Center (CERC)*,
Montefiore Medical Center, Child and Adolescent Unit, Bronx, NY
Supervisor: Carla Bernstein, Psy.D., Clinical Psychologist

Setting: Interdisciplinary outpatient treatment center serving a diverse population of children and adolescents ages 7-21 with developmental disabilities (i.e., intellectual disability, ADHD, autism, learning disabilities, and language difficulties) and comorbid emotional and behavioral difficulties (i.e., anxiety, mood disorders, oppositional defiant disorder, significant psychosocial stressors, etc.)

- Sep. 2021-
June 2022
- Conduct individual therapy with a caseload of four children, adolescents and/or parents.
 - Perform clinical interviews with parents in Spanish and in English.
 - Administer and score cognitive, academic, adaptive, and social-emotional assessments of children and adolescents.
 - Write comprehensive reports, progress notes and other documentation in Epic.
 - Engage in multidisciplinary case conferences to discuss evaluated patients and formulate diagnoses and recommendations.
 - Participate in parent conferences in Spanish and in English to provide formal feedback about assessments.
 - Engage in weekly didactic seminars.

Fellow, LEND Training Program, *Rose F. Kennedy Center*
Albert Einstein College of Medicine, Bronx, NY

Setting: Leadership Education in Neurodevelopmental Disabilities (LEND) is an interdisciplinary training program funded by the U.S. Dept. of Health and Human Services. LEND trains graduate level health professionals to: assume leadership roles in their respective fields; take an interdisciplinary treatment approach; and improve health outcomes for children with disabilities and other special health care needs.

- Sept. 2021-
June 2022
- Awarded fellowship to participate in selective leadership training program.
 - Participate in weekly series of core lectures, training seminars, and didactics on range of topics; and complete a year-long project.

School Psychology Extern

Harrison Central School District, Harrison, NY

Supervisor: Glen Chernack, Ph.D., CSE Chairperson

Setting: Public Elementary and Middle Schools

- Sept. 2020 –
June 2021
- Assisted school psychologists in all responsibilities at Purchase Elementary School and Louis M. Klein Middle School.
 - Administered, scored, and interpreted comprehensive psychoeducational evaluations.
 - Conducted social histories with parents in Spanish and in English.
 - Led individual counseling sessions with students.
 - Performed classroom observations and wrote reports.
 - Assisted with classroom management and crisis intervention.
 - Conducted academic and behavior management planning.
 - Attended Committee on Special Education (CSE) meetings.

PRACTICA --*See Appendix for All Tests Learned and Administered 2019-2022

Practicum in Cognitive Behavior Therapy (CBT) for Youth I and II

Instructors: Drs. Melanie Wadkins and Greta Doctoroff

Supervisor: Dr. Jonathan Rosen

- Fall 2021
and Spring
2022
- Treat child and adolescent cases in the Parnes Clinic using CBT, drawing from relevant treatment protocols and research to guide work with children and families.
 - Receive weekly supervision from an experienced CBT therapist in the community; small group didactic training, including role-play; and group supervision.
 - Conceptualize cases from a CBT framework and tailor evidence-based treatment for diverse families.
 - Use assessment from intake through termination to support treatment outcomes.
 - With supervision, administer, score, interpret and provide feedback on diagnostic interviews, observations and/or behavior rating scales to consider home and school functioning.

Practicum in Child Assessment II

Instructors: Drs. Jennifer Cooper, Sophia Hoffman, Karen Hazel, and Rachel Haddad

Spring 2022

- Attend didactics on various assessments of social and emotional functioning.
- Receive weekly supervision.
- Construct a comprehensive test battery for an assessment case in the Parnes Clinic at Ferkauf Graduate School of Psychology.
- Administer and score a comprehensive psychoeducational assessment including background information and classroom observation.
- Write comprehensive report and deliver feedback session to parents including assessment results and recommendations.

Practicum in Child Assessment I

Instructors: Drs. Shana Grover, Jennifer Cooper, Mana Shafie and Karen Hazel

Fall 2020

- Received supervision and guidance in test administration, interpretation of data, report writing, and providing feedback to parents, school personnel and other referral sources.
- Completed the scoring, interpretation and report for a practice battery of a mock case.

Appraisal of Personality

Instructor: Dr. Mana Shafie

Spring 2020

- Administered and scored four Rorschach tests to children, adolescents and adults.
- Wrote interpretative summaries based on Rorschach results, with an emphasis on Exner's scoring system.

Psychoeducational Assessment

Instructors: Drs. Esther Stavrou and Nicholas Naccari

Spring 2020

- Designed and administered three comprehensive test batteries to three individuals (one adult, two children).
- Test batteries included a measure of cognitive functioning, academic achievement, visual-motor ability, and adaptive behavior or a comprehensive interview.
- Integrative report written for each of the batteries administered.

Cognitive Assessment

Instructors: Drs. Esther Stavrou, Nicholas Naccari and Jordan Bate

Fall 2019

- Acquired basic skills in interviewing and observation of behavior.
- Administered, scored and interpreted the WISC-V and SB-5 intelligence tests and the Bender II and VMI test of visual-motor integration; and performed clinical interviewing.
- Combined data from observations, interviews, intelligence tests and visual-motor tests into integrative reports.

RELATED WORK EXPERIENCES

Staff Member, *Summer Program for Kids*, NYU Child Study Center, New York, NY

- Jun 2016-
Aug 2016;
 - Worked with 10-11 year olds with Attention-Deficit Hyperactivity Disorder (ADHD) and other comorbid disorders in an evidence-based, therapeutic summer program.
- Jun 2015-
Aug 2015
 - Received extensive behavior modification therapy training; supervised daily by NYU Child Study Center clinical psychologists.
 - Responsible for organizing academic reinforcement and enrichment component of the therapeutic program.
 - Responsible for behavior modification procedures to reinforce children's coping and social skills.
 - Helped children develop sports competence, build interpersonal skills and learn rule following
 - Conducted daily data collection and computer data entry to track children's progress with their individual behavior goals over the course of the summer.

Intern, *Community Child Care Center*, Trinity College, Hartford, CT

- Sept 2014-
Dec 2014
 - Worked with 3-4 year olds in the pre-school classroom.
 - Facilitated children's language and social skill development through classroom activities and play.
 - Supported teacher with classroom management and structure.

Teacher's Aide, *Toward Tomorrow Special Ed Pre-School Program*, JCC of Mid-Westchester, Scarsdale, NY

- Jun 2014-
Aug 2014
 - Facilitated group play activities and guided special education students to cultivate their social skills.
 - Supported students' motor skill development through art projects, recreational play and other activities.
 - Interacted with students in sports, gymnastics, playground, and other recreational activities.
 - Prompted students' language skill development through 1-1 interaction

PRESENTATIONS AND PUBLICATIONS

Hoffman, E.L., Rabinovitz, E., Connolly, K., Udwin, S., **Chalfin, A.**, Slater, S., & Doctoroff, G.L. (2021). Understanding Professional Quality of Life and the Role of Supervision Among Head Start Staff. Poster presented at the annual meeting of the Society for Prevention Research, June 2021, Washington, DC.

Sirey, J. A., Raue, P. J., Solomonov, N., Scher, C., **Chalfin, A.**, Zanotti, P., Berman, J., & Alexopoulos, G. (2020). Community delivery of brief therapy for depressed older adults impacted by Hurricane Sandy. *Translational Behavioral Medicine*, 10(3), 539-545.

Chalfin, A., Scher C., Sirey, J., (2018). Medical Burden and Advanced Care Planning Among Community-Dwelling Older Adults Who Receive Medicaid. Poster presented at the American Society on Aging Conference, April 2019, New Orleans, LA.

Jackson DS., Banerjee S., Sirey JA., Pollari C., Novitch R., **Chalfin A.**, Solomonov N., Wu Y., Alexopoulos GS. (2019). Two Interventions for Patients with Major Depression and Severe COPD: Impact on Quality of Life. *American Journal of Geriatric Psychiatry*, 27(5), 502-511.

RESEARCH EXPERIENCE

**Research Assistant, Early Childhood Research Lab,
Ferkauf Graduate School of Psychology, Yeshiva University, Bronx, NY**

- Sept 2020-
to present
- Under the direction and supervision of Greta Doctoroff, Ph.D., support research on emotion regulation, job satisfaction, and stress of Head Start teachers
 - Conduct literature searches for publications and presentations
 - Collect and analyze data and relevant research for ongoing studies of Head Start programs

**Research Assistant, Weill Cornell Institute of Geriatric Psychiatry,
Weill Cornell Medicine, White Plains, NY**

Protocol 1. Reaching and Engaging Depressed Senior Center Clients (REDS)
Principal Investigators: Patricia Marino, Ph.D., and George Alexopoulos, Ph.D.

Protocol 2. TRIO for Successful Aging
Principal Investigator: Jo Anne Sirey, Ph.D.

- June 2017-
September
2021
- Conducted informed consent and subject enrollment.
 - Managed research hotline to screen for inclusion criteria for Institute of Geriatric Psychiatry research studies on depression.
 - Attended research seminars, Grand Rounds, and clinical case conferences.
 - Completed IRB protocol submissions, adverse events tables, and continuing reviews.

- Screened potential research subjects in Spanish and in English using the SCID, MADRS, and PHQ-9 to determine depression diagnosis and eligibility for research study.
- Administered clinical and cognitive assessments in Spanish and in English using standard screening tools before, during, and after the intervention phase of research study on clinical interventions for the treatment of depression in older adults.
- Conducted statistical analyses using standard data software (SPSS) and contribute as co-author to manuscript preparation and submission to peer-reviewed journals.
- Assisted with coordination of operations for Trio for Successful Aging, a program providing community-based outreach and mental health services for older adults, under ThriveNYC, a citywide initiative dedicated to preventing and treating mental health disorders in community settings.
- Helped organize, monitor, and execute the delivery of outreach activities, health education, and clinical mental health services located in nine senior centers throughout Brooklyn and Staten Island.
- Conducted needs assessment in New York City senior centers to determine older adults' mental health and concrete needs and provide referrals when necessary.

**Research Assistant, *Child/Adolescent Anxiety and Mood Program Lab*,
University of Connecticut Health, West Hartford, CT**

Principal Investigators: Golda Ginsburg, Ph.D.; Jeffrey Pella, Ph.D.

- Jan 2016-
May 2017
- School Based Treatment of Anxiety Research Study (STARS) studying school-based interventions for the treatment of child and adolescent anxiety.
 - Assisted post-doctoral fellows, study coordinators, and PIs with study recruitment, data entry on SPSS and DatStat.
 - Organized and constructed study assessments and binders.
 - Conducted literature searches in preparation for manuscripts and publications.
 - Performed other tasks related to lab organization and success.

Appendix: Tests learned and administered 2019-2022

Clinical Interview & Observation:

1. Semi-structured Interview
2. BASC SOS (Student Observation System)
3. ASEBA DOF (Direct Observation Form)

Cognitive Measures:

1. WAIS –IV
2. WISC-V
3. WPPSI-IV
4. Stanford Binet-5
5. DAS – II
6. WJ-IV Cognitive
7. K-ABC
8. UNIT

Academic Measures:

1. WJ-IV Achievement
2. WIAT – IV
3. WRAT-IV
4. Gray Oral Reading Test – 5
5. Gray Silent Reading Test
6. CTOPP-II
8. TOWL-IV

Visual Motor:

1. Bender II
2. Developmental Test of Visual Motor Integration (VMI)
3. WRAVMA

Personality /Behavior Measures:

1. BASC-3
2. BRIEF-2
3. Conners-3
4. Becks CDI
5. House Tree Person
6. Family and School Kinetic Drawings
7. Sentence Completion Test
8. Thematic Apperception Test (TAT)
9. Vineland Adaptive Behavior Scales