

CURRICULUM VITAE

PERSONAL INFORMATION

Full Name: Geoffrey David Goodman
Birthplace: Williamsport, PA
Office Address: Clinical Psychology Doctoral Program, Long Island University, 720 Northern Blvd., Brookville, NY 11548
Office Telephone: (516) 299-4277
Office Fax: (516) 299-2738
E-Mail Addresses: ggoodman@liu.edu; gg94@columbia.edu
Home Telephone: (914) 681-9039
Website Address: <http://myweb.cwpost.liu.edu/ggoodman/home.htm>

ACADEMIC BACKGROUND

Ph.D. Northwestern University (9/86-6/91), in Clinical Psychology, minoring in Child Clinical Psychology
M.A. Columbia University (9/85-5/86), in Developmental Psychology
Rosemead Graduate School of Psychology (8/83-5/84), in Clinical Psychology
B.S. M.I.T. (9/79-5/83), in Humanities and Science, majoring in Psychology and Writing

ACADEMIC POSITIONS

Associate Professor of Psychology, Clinical Psychology Doctoral Program, Long Island University (9/99-present)
Clinical Instructor of Psychology in Psychiatry, Dept. of Psychiatry, New York Hospital-Cornell Medical Center, Cornell University Medical College (part-time) (7/98-6/10)
Instructor of Psychology in Psychiatry, Dept. of Psychiatry, New York Hospital-Cornell Medical Center, Westchester Division, Cornell University Medical College (7/95-6/98)
Adjunct Assistant Professor of Psychology and Education, Clinical Psychology Program, Teachers College, Columbia University (part-time) (7/92-present)
Adjunct Assistant Professor of Psychology, Psychology Dept., Barnard College, Columbia University (8/91-6/93)
Postdoctoral Research Fellowship: Psychology Dept., Barnard College, Columbia

University (8/91-6/93)

PROFESSIONAL BACKGROUND

Invited Reader, *Psychiatry Research* (1/16-present)

Director, Norbert Freedman Center for Psychoanalytic Research, Institute for Psychoanalytic Training and Research (9/15-present)

Director, Long Island University Children's Institute for Play Therapy and Research (CIPTAR; Approved Center of Play Therapy Education by the Association for Play Therapy, 6/15-present; Approved Provider of Continuing Education Program by the Association for Play Therapy [15-423], 8/15-present)

Invited Reader, *Journal of Nervous and Mental Disease* (3/15-present)

Counselor, Uganda Martyrs University (3/14-8/14)

Invited Reader, *Journal of Psychotherapy Integration* (3/14-present)

Invited Reader, *Psychoanalytic Psychology* (2/14-present)

Fulbright Scholar, J. William Fulbright Foreign Scholarship Board, Bureau of Educational and Cultural Affairs, US Department of State (1/14-8/14)

Member, Library Committee, Long Island University (10/13-present)

Member, Board of Directors, Institute for Psychoanalytic Training and Research (10/13-present)

Co-Director, Norbert Freedman Center for Psychoanalytic Research, Institute for Psychoanalytic Training and Research (10/13-9/15)

Member, Written Readiness for Control Committee, Institute for Psychoanalytic Training and Research (8/13-9/13)

Member, Institute for Psychoanalytic Training and Research (7/13-present)

Chair, Applied Child Concentration Task Force, Clinical Psychology Doctoral Program, Long Island University (6/13-7/15)

Invited Reader, *Educational Psychology* (4/13-present)

Child and Adolescent Psychoanalyst, Contemporary Freudian Society and Psychoanalytic

Institute (4/13-6/14)

Invited Reader, *International Greener Journals* (3/13-present)

Regional Vice Chair, Child and Family Therapy Research (CaFTR) Special Interest Group, Society for Psychotherapy Research (11/12-present)

Invited Reader, *Journal of Emotional and Behavioral Disorders* (5/12-present)

Associate Member, Institute for Psychoanalytic Training and Research (4/12-7/13)

Crisis Support Consultant, Supportive Solutions, Inc. (3/12-present)

Invited Reader, *Suicide and Life-Threatening Behavior* (1/12-present)

Early Intervention (0-2) and Related Services (3-5) Service Provider, Bilinguals Inc. (10/11-2/12)

Invited Reader, *Religions* (7/11-present)

Invited Reader, *Psychotherapy Research* (2/11-present)

Member, Outcomes Assessment Committee, Clinical Psychology Doctoral Program, Long Island University (9/10-present)

Invited Reader, *Child Psychiatry and Human Development* (7/10-present)

Member, New York Freudian Society and Psychoanalytic Institute (3/10-6/14)

Adult Psychoanalyst, New York Freudian Society and Psychoanalytic Institute (3/10-6/14)

Coordinator, Applied Child Concentration, Clinical Psychology Doctoral Program, Long Island University (12/09-present)

Invited Reader, *Acta Psychiatrica Scandinavica* (3/09-present)

Invited Reader, *Infant and Child Development* (3/09-present)

Invited Reader, *Journal of Affective Disorders* (3/09-present)

Invited Reader, *Clinical Psychology Review* (2/09-present)

Invited Reader, *Scientific Journals International* (1/09-present)

Invited Reader, *Current Psychiatry* (10/08-present)

Invited Reader, *Journal of Psychiatry and Psychology* (9/08-present)

Member, Commencement Planning Departmental Committee, Clinical Psychology
Doctoral Program, Long Island University (1/08-present)

Invited Reader, *American Journal of Psychotherapy* (9/07-present)

Private Practice, Rockland Counseling Associates (part-time) (4/07-present)

Invited Reader, *Journal of Abnormal Child Psychology* (12/05-present)

Research Consultant, St. Dominic's Home for Children (1/02)

Member, Institutional Review Board, Long Island University (9/01-8/12)

Invited Reader, *Journal of the American Psychoanalytic Association* (8/01-present)

Chair and Member, Dissertation Committees, Clinical Psychology Doctoral Program,
Long Island University (1/01-present)

Faculty Advisor, *The Participant-Observer*, Clinical Psychology Doctoral Program, Long
Island University (1/01-present)

Chair, Curriculum/Concentration Departmental Committee, Clinical Psychology Doctoral
Program, Long Island University (12/00-present)

Member, Dissertation Departmental Committee, Clinical Psychology Doctoral Program,
Long Island University (10/00-present)

Early Intervention (0-2) and Related Services (3-5) Service Provider, Rockland County
Dept. of Health (part-time) (6/00-2/12), Westchester County Dept. of Health (part-
time) (2/01-2/12)

Chair and Member, Clinical Competency Evaluations, Clinical Psychology Doctoral
Program, Long Island University (10/99-present)

Group Private Practice, Steven Kurtz and Associates (part-time) (9/99-3/07)

Co-Coordinator, Serious and Persistent Mental Illness Concentration, Clinical
Psychology Doctoral Program, Long Island University (9/99-11/06)

Coordinator of Acute Services and Research, Clinical Services Dept., St. Christopher's-Jennie Clarkson Child Care Services (7/98-9/99)

Invited Reader, *Journal of Clinical Child and Adolescent Psychology* (11/97-1/98, 9-11/03, 11/04-present)

Assistant Unit Chief, Nichols Cottage, Children's Psychiatric Inpatient Unit, New York Hospital-Cornell Medical Center, Westchester Division (10/95-6/98)

Attending Psychologist, Nichols Cottage, Children's Psychiatric Inpatient Unit, New York Hospital-Cornell Medical Center, Westchester Division (7/95-6/98)

Fellow, American Psychoanalytic Association (part-time) (7/95-6/96)

Consultant Specialist, New York State Department of Social Services, Office of Disability Determinations (part-time) (12/93-present)

Clinical Supervisor, Clinical Psychology Program, Teachers College, Columbia University (part-time) (7/92-present)

Fellow of Psychology in Psychiatry, Dept. of Psychiatry, New York Hospital-Cornell Medical Center, Westchester Division, Cornell University Medical College (7/93-6/95)

Child Clinical Psychology Internship: Dept. of Psychiatry, Columbia-Presbyterian Medical Center, Columbia University College of Physicians and Surgeons (7/90-6/91)

LICENSURE

Licensed Clinical Psychologist in the State of New York, License Number 011319 (6/92-present)

Certified School Psychologist in the State of New York, Control Number 920528991 (9/98-present)

BOARD CERTIFICATIONS

Association for Play Therapy Registered Play Therapist-Supervisor (6/9/15-present)

American Association of Sexuality Educators, Counselors and Therapists (AASECT), certified in Sex Therapy (5/6/13-present)

International Institute for Trauma and Addiction Professionals (IITAP), certified as

Multiple Addiction Therapy Supervisor, Certification Number 2010C-0955
(9/24/12-present)

International Institute for Trauma and Addiction Professionals (IITAP), certified in
Multiple Addiction Therapy, Certification Number 2010C-0955 (9/13/12-present)

International Institute for Trauma and Addiction Professionals (IITAP), certified as Sex
Addiction Therapy Supervisor, Certification Diploma Number 2010C-0955 (3/2/12-
present)

International Institute for Trauma and Addiction Professionals (IITAP), certified in Sex
Addiction Therapy, Certification Diploma Number 2010C-0955 (1/16/12-present)

Fellow, International Psychoanalytical Association (3/7/10-present)

American Board of Professional Psychology (ABPP), certified in Clinical Psychology,
Certification Diploma Number 6457 (5/23/08-present)

National Register of Health Service Psychologists, Registrant Number 50098 (8/24/01-
present)

RESEARCH INTERESTS

The conceptual relations between psychoanalytic theory and attachment theory; social and emotional development of high and low-risk infants and children; mother-infant and mother-child interactional processes and clinical and developmental outcomes; etiology, development, transmission, and prevention of psychopathology associated with the mother-child attachment relationship and implications for clinical intervention and public policy; program and policy evaluation based on clinical and developmental perspectives; psychological risks associated with foster care and poverty; development of gender and cultural differences; child and adult psychotherapy process and attachment; quantitatively based methods of assessing supervisee competence; personality organization and attachment in borderline personality disorder, sex addiction, and codependency; caregiver literacy, young children's play, and school readiness skills and literacy acquisition in sub-Saharan Africa; theoretical, philosophical, political, moral, and religious issues in clinical and developmental psychology.

GRANTS AWARDED

PRINCIPAL INVESTIGATOR: "Testing the Therapeutic Effectiveness of Two Group Intervention Programs on Private Middle School Students." The purpose of this research study is to test the effectiveness of two weekly, 60-min group interventions taking place as part of the ongoing curriculum at De La Salle Academy, a private middle school in Manhattan. In September, approximately 64 11 to 13-year-old students (grades 7 and 8)

will decide whether they want to participate in a year-long curriculum-based group intervention program (eight members per group) led by group leaders who are supervised by Carla Rentrop, Ph.D., Site Supervisor. Dr. Rentrop will supervise the group leaders throughout the school year (2 per group). After they have enrolled, Dr. Rentrop will approach them individually about participating in an evaluation of the group intervention, which is the subject of this study. Students will be randomly assigned to either 1) the Storytelling/Story-Acting (STSA) activity or 2) the Mentalization-Based Therapy group intervention (MBT-G) with adolescents. Two kinds of measures will be administered to assess the students' progress: I. baseline, midpoint, and termination measures, administered in September (prior to the first group session), January, and May (after the final group session); and II. group process measures, administered at the beginning or end of each group session, depending on the measure. The first set of measures will determine each group intervention's therapeutic effectiveness; the second set of measures will determine the trajectory of the group process as well as the weekly progress made by the students throughout the school year. In addition, we will request grade reports from the school as a supplemental outcome measure. Funding for this study is supported by an extramural grant from the Institute for Psychoanalytic Training and Research (2015).

PRINCIPAL INVESTIGATOR: "A Randomized Controlled Trial of the Storytelling/Story-Acting Activity: Its Impact on Ugandan Preschool Children's Emergent Literacy Skills and Social Competence". Researchers traveled to two rural villages in Uganda to conduct a research study designed to assess the impact of a Storytelling/Story-Acting activity (STSA) on preschool children's emergent literacy skills and social competence ($N = 123$). One group of children ($n = 62$) are participating in STSA twice per week for one year at the Mpigi Community Library and Kabubbu Community Library. The STSA protocol was developed by Vivian Paley (1990) to enhance development in emergent literacy and social competence. I am comparing these participating children with a second group of children ($n = 61$) from the same two villages who are not participating in the STSA activity. All children from both villages were randomly assigned to these two groups to determine the impact of the STSA activity on these children. In August, 2014, we returned to these villages to collect post-intervention data on both groups of children. We are testing the following hypotheses: 1) Children who participate in STSA twice per week will have higher scores in emergent literacy and social competence than nonparticipating children in both Mpigi and Kabubbu; and 2) primary caregiver reading/literacy habits, cumulative social/contextual risk, primary caregiver sensitivity relating to the child, quality of primary caregiver health, and the child's quality of attachment to the primary caregiver will moderate the effect of group placement (STSA participation vs. nonparticipation) on the selected outcomes. All 123 children were interviewed prior to initiating STSA in January, 2014, and interviewed again after six months of STSA in August, 2014, to evaluate changes in their emergent literacy and social competence outcomes. Funding for this study is supported by an extramural grant from the J. William Fulbright Foreign Scholarship Board (2014) and an intramural grant from Long Island University (2013-14).

PRINCIPAL INVESTIGATOR: “An Examination of the Interrelation between Reflective Functioning and Alexithymia in Women with Eating Disorders.” Given the profound psychological and physical effects that accompany eating disorders (EDs), in addition to the high rate of mortality in this population, it is crucial to examine the mechanisms that aid in the development and maintenance of ED symptomatology. A wealth of research has focused on the role of reflective functioning (RF) in the development and preservation of severe psychopathology. RF, or the capacity to perceive the mental states of self and others and recognize the impact of mental states on behavior, is acquired through early interactions with caregivers. Deficits in RF have been found to exist at the core of many psychopathologies, including eating disorders. This study will examine the impact of affective arousal on the ability to consider and reflect upon the mental states of self and other among women with eating disorders. A total of 60 eating disordered and 60 nonclinical women will be recruited. Reflective capacity will be assessed by asking participants to reflect on significant attachment relationships in their lives. Half of the participants in each group will be randomly assigned to complete a body-focused assessment, considered to elicit affective arousal, prior to assessing RF. It is hypothesized that those ED women exposed to body-focused stimuli will demonstrate a significantly lower RF than those women not exposed to such stimuli. In addition to examining the extent to which a state of heightened distress influences RF among ED individuals, this study will also explore the relationship between RF and alexithymia in the context of such anxiety-provoking stimuli. It is hypothesized that the severity of alexithymia will not significantly differ across conditions. The contribution of RF and alexithymia to the overall presentation and maintenance of eating disorders will be discussed. Funding for this study is supported by an intramural grant from Long Island University (2012-13).

PRINCIPAL INVESTIGATOR: “Evaluating the Effectiveness of a Storytelling/Story-Acting Activity on Ugandan Preschool Children’s School Readiness.” Researchers traveled to rural Uganda to conduct a research study designed to evaluate the effectiveness of a storytelling/story-acting activity (STSA) on preschool children’s school readiness ($N=79$). One group of children ($n=28$) are participating in STSA twice per week for one year at the Kitengesa Community Library located in a small village in rural Uganda. The STSA protocol was developed by Vivian Paley (1990) to enhance development in three key domains of school readiness: 1) emergent literacy, 2) narrative comprehension, and 3) social competence. The participating children are being compared with two groups of nonparticipating same-aged children. One group of nonparticipating children was recruited from Kitengesa ($n=30$) and has access to the library, while a second group of nonparticipating children was recruited from Ggulama ($n=21$), a village with no library access. Both comparison groups are necessary to determine STSA’s impact on the participating children. In 2012, we returned to Kitengesa and Ggulama to conduct the same evaluation on all three groups of children—STSA participants and two groups of nonparticipants—to evaluate changes in their school readiness outcomes. We are testing the following hypotheses. 1) Children who participate in STSA twice per week for one year will have higher scores in three domains

of school readiness (emergent literacy, narrative comprehension, and social competence) than nonparticipating children in both Kitengesa and Ggulama; and 2) primary caregiver reading/literacy habits, cumulative social/contextual risk, primary caregiver sensitivity relating to the child, quality of primary caregiver health, and the child's quality of attachment to the primary caregiver will moderate the effect of group placement (Kitengesa STSA participation, Kitengesa nonparticipation, Ggulama nonparticipation) on school readiness outcomes. Funding for this study is supported by an intramural grant from Long Island University (2011-12).

PRINCIPAL INVESTIGATOR: "The Intergenerational Impact of a Rural Community Library on Young Children's Learning Readiness Skills in a Ugandan Village." Researchers traveled to rural Uganda to conduct a research study designed to test an intergenerational model of the mediational and moderational pathways of caregiver library usage on children's learning readiness following the establishment of a rural village library. Fifty-one caregivers and their young children ages 5-7 participated. Caregivers and children were selected from two rural villages: one with library access and one without library access. Each caregiver was interviewed about her library usage, reading frequency to her child, and indices of social-contextual risk, while each child completed a set of selected instruments collectively designed to measure learning readiness as well as a story-completion task with a family of dolls designed to measure attachment quality. Both library access and caregivers' self-reported quality of medical health independently predicted children's pictorial curiosity, one measure of learning readiness. We are in the process of coding the children's responses to the Attachment Story-Completion Task because we are hypothesizing that children's attachment quality moderates the effect of their caregivers' self-reported health quality on the children's learning readiness. We want to continue research on library and literacy impact and use these findings to support the creation of more village libraries across Africa. Funding for this study is supported by an extramural grant from the International Psychoanalytical Association (2010-11).

CLINICIAN AWARD: This extramural grant was awarded by the Association for Child Psychoanalysis to treat a financially disadvantaged child in four-times-per-week psychoanalysis (2010-13).

CLINICIAN AWARD: This extramural grant was awarded by the Jennie Dugan Fund of the New York Freudian Society to treat a financially disadvantaged child in four-times-per-week psychoanalysis (2010-13).

PRINCIPAL INVESTIGATOR: "Therapeutic Alliance and Clinical Technique as Mediators of Rupture and Repair on Symptom Reduction in a Child Patient with Asperger's Disorder." Videos of 53 psychotherapy sessions of a child patient treated by two different therapists were coded for therapist technical activity, therapeutic alliance, and ruptures and repairs to explore their prediction of symptom reduction. Two teams of independent raters coded the 53 videotaped sessions for these variables. We

hypothesized that therapeutic alliance and therapist technical activity would mediate the relation between frequency of ruptures and repairs and symptom reduction. Funding for this study is supported by an intramural grant from Long Island University (2010-11).

PRINCIPAL INVESTIGATOR: “Interaction Structures Between a Child and Two Therapists in the Psychodynamic Treatment of a Child with Asperger’s Disorder.” Videos of 53 psychotherapy sessions of a child patient treated by two different therapists were coded for psychotherapy process to determine the extent to which the therapist’s behaviors contributed to the therapist-patient interaction structures during treatment course. This patient participated in psychodynamic play therapy one session per week for approximately 22 months—11 months with the first therapist and 11 months with the second therapist. Four teams of two trained independent raters coded the 53 videotaped sessions for psychotherapy process using the CPQ (see below for details). Additional session coding included the Childhood Autism Rating Scale—High Functioning (CARS-HF), which assesses symptoms of autism. We hypothesized that the magnitude of the identified interaction structures would significantly differ across the two therapeutic dyads, suggesting the therapist’s independent influence on the process. We also hypothesized that the exploration of relationships or recurring behaviors, as well as adherence to a psychodynamic play therapy prototype, would be positively correlated with symptom improvement. Funding for this study is supported by an intramural grant from Long Island University (2009-10).

PRINCIPAL INVESTIGATOR: “Countertransference, Process, and Outcome in Psychodynamic Child Therapy.” Videos of 33 psychotherapy sessions with a single child patient were coded to determine the relations between psychotherapy process, countertransference, and outcome in this single-case design. This patient participated in psychodynamic play therapy one session per week for approximately 10 months, and after each session, the therapist self-administered the Countertransference Questionnaire (CTQ) to analyze the feelings and thoughts elicited in her by the experience with the patient and also used the Child Psychotherapy Process Q-Set (CPQ) to code the sessions. The 100-item CPQ forces coders to place the items in a normal distribution that characterizes both the high and low ends of a construct. Approximately one third of the CPQ items were designed to capture aspects of the therapist’s actions and attitudes, one third designed to capture aspects of the patient’s attitude and behavior or experience, and one third designed to capture aspects of the interaction of the therapist-patient dyad, or the climate or atmosphere of the encounter. Two teams of two trained independent raters also coded the 33 videotaped sessions using the CPQ. Differences between the raters’ and the therapist’s CPQ scores correlated to two CT patterns: (1) feeling desperate and understanding related to higher discrepancies with the raters, and (2) feeling overwhelmed by one’s own wishes and anxieties related to lower discrepancies. Two kinds of therapist-patient interaction structures in which (1) the therapist acted sensitively and the patient was needy and (2) the therapist was interpretive and the patient was negative related to positive feelings in the therapist, while two interaction structures in which (1) the therapist was observing and the patient was rejecting and (2) the therapist

was accommodating and the patient was avoidant related to negative feelings in the therapist. A time series analysis revealed lagged correlations between the interactions structures and CT factors, in which (1) an interpretive therapist and negative patient resulted in increased parental and protective feelings one session later; (2) an accommodating therapist and avoidant patient resulted in increased feelings of dislike and rejection toward the patient in the following two sessions and increased feelings of disengagement in the third session; (3) an observing therapist and rejecting patient resulted in increased feelings of being desperate and understanding one session later. Using a Bonferroni correction of $p < .0005$ to control for Type I errors, four CPQ items were found to correlate highly with four of the CTQ factors: (1) when the therapist was feeling helpless and inadequate or (2) inadequate, victimized, and enraged, the patient was expressing negative feelings toward the therapist; (3) when the therapist was feeling positive, the patient was behaving in a passive manner; and (4) when the therapist was avoidant of her own feelings, the patient was bringing up significant issues in therapy. These findings suggest that CT and process are intimately connected in psychodynamic child therapy. Funding for this study is supported by an intramural grant from Long Island University (2008-09).

CO-INVESTIGATOR: “The Development and Application of the Child Psychotherapy Process Q-Set and the Adolescent Psychotherapy Process Q-Set for Multi-site Child Psychotherapy Process Research.” Clinicians engaged in thinking about the nature of psychotherapy process with children often express concern that traditional research instruments fail to account for the complexity of interactions between the therapist and child. The imbalance between the number of outcome studies and number of process studies in child and adolescent psychotherapy research suggests that the field’s priorities favor ends over means or results over an understanding of how the therapist-child interactions contribute to the results. The Child Psychotherapy Process Q-Set (CPQ; Schneider & Jones, 2004) and Adolescent Psychotherapy Process Q-Set (APQ; Midgley & Schneider, in preparation) are designed to describe psychotherapy process with children ages 3 to 13 and adolescents ages 14-17 in clinically meaningful ways and in forms suitable for quantitative comparison and analysis. These instruments provide a common language to describe psychotherapy process for clinicians and researchers who espouse various theoretical orientations, including psychoanalytic, psychodynamic, cognitive-behavioral, attachment, and Cornerstone Method. We have requested funds 1) to develop the APQ, 2) to create online versions of both the CPQ and APQ to support current research and to broaden the usage of these instruments, and 3) to create five prototypical Q-sorts of the CPQ and APQ—psychoanalytic, psychodynamic, cognitive-behavioral, attachment, and Cornerstone Method—that capture what experts would consider to be ideal clinical practice within their respective theoretical orientations. We believe that these instruments are critical to the evaluation of effective therapeutic interventions for children and adolescents in a variety of therapeutic settings and to the ongoing discussion about the interventions used to reach and respond to children and adolescents in psychotherapy. Funding for this study is supported by extramural grants from the American Psychoanalytic Association Fund for Psychoanalytic Research (2009-

11) and the Windholz Foundation (2009-11).

PRINCIPAL INVESTIGATOR: “Psychotherapy Process and Symptom Outcome in Inpatients with Borderline Personality Disorder.” The Psychotherapy Process Q-Set (Jones, 2000) will be used to code 127 psychotherapy sessions of five psychiatric inpatients diagnosed with borderline personality disorder. These patients participated in psychodynamic psychotherapy three times per week over a six-month period and were administered a battery of symptom and personality measures at admission (The Fund for Psychoanalytic Research, American Psychoanalytic Association, previously awarded a grant to cover the costs associated with data collection and session transcription to James W. Hull, Ph.D., John F. Clarkin, Ph.D., and Frank E. Yeomans, M.D., Ph.D.). Patients’ final sessions of each week were audiotaped and transcribed. Patients also completed the Symptom Checklist-90-Revised (SCL-90-R; Derogatis, 1983) on a weekly basis from admission to discharge, which yields a Global Symptom Index (GSI) score. First, each of these Q-sorted sessions will be correlated with two prototypical Q-sorts, which will yield two adherence correlations associated with each session—a Transference-Focused Psychotherapy (TFP; Clarkin, Yeomans, & Kernberg, 1999) adherence correlation and a Dialectical Behavior Therapy (DBT; Linehan, 1993) adherence correlation. The resulting adherence correlation scores will be correlated with the weekly SCL-90-R GSI scores to determine which of the two sets of scores produced the most global symptomatic change among each of the five patients. Second, a P-technique (Luborsky, 1953, 1995) factor analysis will be conducted on the 127 session Q-sorts that will yield common process factors associated with these five treatments. The resulting process factor scores associated with each session will also be correlated with the weekly GSI scores to determine which process factors are most closely associated with global symptomatic change among each of the five patients. Third, a growth-curve analysis of these five patients’ treatment course will be conducted with the mean weekly GSI scores as the dependent variable to determine how global symptoms reported by borderline inpatients change as a function of the adherence scores and process-factor scores. Borderline diagnostic covariates such as identity diffusion, affect dysregulation, and impulsivity (Clarkin, Hull, & Hurt, 1993) will also be added to the growth-curve analysis to determine whether this information significantly improves the fit of the curve over and above the adherence and process-factor information. The principal investigator has already published a growth-curve analysis of treatment response in borderline inpatients as a function of specific diagnostic features (Goodman, Hull, Clarkin, & Yeomans, 1998). Funding for this study is supported by an extramural grant from the International Psychoanalytical Association (2006-07) and an intramural grant from Long Island University (2007-08).

PRINCIPAL INVESTIGATOR: “The Socioemotional Impact of Maternal Migration on the Attachment Patterns of Jamaican Children as Adults.” In this retrospective case-control study, 60 Jamaican students enrolled at the University of the West Indies (UWI) will be recruited and interviewed regarding their experiences of early maternal separations between the ages of 6 and 48 months. Students will be assigned to two

groups: students who experienced a minimum six-month maternal migration (e.g., to the United States or England) during early childhood and students who experienced no such maternal migrations. Students will then be administered the Adult Attachment Projective to assess the quality of their attachment patterns. This study is designed to test two hypotheses: 1) that after controlling for stressful life events and other group differences, Jamaican students who experienced a maternal migration during early childhood will be more likely to have an unresolved attachment pattern than the students who experienced no such maternal migrations, and 2) that unresolved attachment will moderate the association between maternal migration and depressive symptoms as measured by the Symptom Checklist-90-Revised (SCL-90-R). Conclusions drawn from this study could be used to promote public awareness of the potential adverse consequences of maternal migration on young children's socioemotional development. A faculty contact in the Department of Psychology at UWI will facilitate subject recruitment and data collection. Funding for this study is supported by two intramural grants from Long Island University (2005-07).

CO-INVESTIGATOR: "Using Video Feedback To Enhance Mother-Infant Interaction Between Mothers and Their Infants in Foster Care." The aims of this treatment-outcome pilot study are to enhance mother-infant communication, which has been associated with children's socioemotional and behavioral outcomes, and to prevent readmission to foster care. Twenty mothers whose infants (2-36 months) have been placed in foster care within six weeks will be randomly assigned to two groups: a six-session dyadic treatment group and an age-matched no-treatment group. Dyadic treatment will consist of a 10-minute, videotaped free-play session followed by a 45-minute review of the videotape between the mother and a trained therapist. The therapist will facilitate the mother's commentary on her observations of the dyadic interaction and the meanings of the infant's behaviors and patterns of communication. Prior to the intervention, all mothers will receive a battery of assessment instruments, including the Adult Attachment Interview (assessing the quality of the mothers' internal working models) and the NCAST Teaching Scale (assessing the quality of the mother-infant interaction). All mothers will also receive the NCAST Teaching Scale following the sixth session to determine treatment efficacy. This study is designed to test two hypotheses: 1) that video feedback enhances mother-infant interaction in six sessions and 2) that mothers with organized internal working models are more likely to benefit from this intervention than mothers with unresolved internal working models. IRB approval has been granted by both Long Island University and the Administration for Children's Services. Funding for this study is supported by an extramural grant from the International Psychoanalytical Association (2005-06).

CLINICIAN AWARD: This extramural grant was awarded by the Association for Child Psychoanalysis to treat a financially disadvantaged child in four-times-per-week psychoanalysis (2003-04).

PRINCIPAL INVESTIGATOR: "Attachment Disorganization and Internalizing and

Externalizing Behaviors in Prepubertal Psychiatric Inpatients and Nonpatients.” A cross-sectional study was conducted on 45 prepubertal psychiatric inpatients ages 5 to 12 and 56 comparison children from a nearby public elementary school. The children were administered the Attachment Story-Completion Task to determine the quality of internal working models of attachment in a seriously emotionally disturbed population. The mothers were also administered the Adult Attachment Interview to determine the quality of their internal working models, as well as other instruments that assessed internalizing and externalizing behaviors in their children. This study addresses three clinically and developmentally relevant issues: (1) patterns of attachment in prepubertal psychiatric inpatients who manifest severe internalizing and externalizing behaviors (two common precipitants of hospital admission), (2) relations between maternal and child internal working models of attachment, and (3) relations between child internal working models and severe internalizing and externalizing behaviors. Attachment research has the potential to increase our understanding of the etiology, treatment, and ultimate prevention of violence directed against the self and violence directed against others in this young, largely overlooked population through the identification of predominant attachment patterns associated with these two types of violence. Funding for this study is supported by five extramural grants from the International Psychoanalytical Association (1999-04), an extramural grant from the Psychoanalytic Training Institute of the New York Freudian Society (1999-00), and four intramural grants from Long Island University (1999-03).

PRINCIPAL INVESTIGATOR: “Patterns of Attachment Across the Lifespan.” Data collected for the Sears, Maccoby, and Levin (1951-57) longitudinal study and for subsequent follow-up studies, archived at the Henry A. Murray Research Center of Radcliffe College, provide a unique opportunity to study a longitudinal sample using psychological constructs conceptualized since the time of the original study. The wide variety of assessment instruments administered to the participants over many years allows investigators to answer questions of both practical and theoretical significance. The proposed study addresses both levels of inquiry by exploring two issues: (1) relations between mothers' internal working models of their children derived from attachment theory, and a theoretically similar construct (maternal object representations) derived from object relations theory, and (2) relations between these maternal internal working models and object representations and their children's internal working models and object representations assessed in middle adulthood. Funding for this study is supported by two extramural grants from the Radcliffe Research Support Program, Harvard University (1993-95).

PUBLICATIONS AND PAPER PRESENTATIONS

Articles published:

Goodman, G., Chung, H., & Anderson, K. (2016). *Simulation modeling analysis of treatment phase on psychological distress in psychodynamic therapy of five inpatients with borderline personality disorder*. Manuscript submitted for

publication.

Goodman, G., & Perepletchikova, F. (2016). *Mentalization and dialectical behavior therapy processes in the psychodynamic treatment of a child with borderline personality disorder*. Manuscript in preparation.

Ramires, V. R. R., Godinho, L. B. R., Carvalho, C., Gastaud, M., & Goodman, G. (2016). *Child psychoanalytic psychotherapy: A case study of the process and its outcomes*. Manuscript submitted for publication.

Ramires, V. R. R., & Goodman, G. (2016). *The therapeutic process of a child diagnosed with disruptive mood dysregulation disorder: A single case study*. Manuscript submitted for publication.

Goodman, G., & Dent, V. (in press). Studying the effectiveness of the Storytelling/Story-Acting (STSA) play intervention in two rural Ugandan community libraries: Effects on Ugandan preschoolers' emergent literacy, oral language, and theory of mind. In R. Steen (Ed.), *Emerging research in play therapy, child counseling and consultation*. Hershey, PA: IGI Global.

Goodman, G., Midgley, N., & Schneider, C. (in press). Describing child psychotherapy process in prototype sessions of cognitive-behavioral and psychodynamic therapy: Is mentalization a common process factor? *Psychotherapy Research*.

Kealy, D., Goodman, G., Rasmussen, B., Weideman, R., & Ogrodniczuk, J. S. (in press). Optimal psychotherapy process for pathological narcissism: An exploration of clinicians' perspectives. *Personality Disorders: Theory, Research, and Treatment*.

Dent, V. F., & Goodman, G. (2015). The rural library's role in Ugandan secondary students' reading habits. *The International Federation of Library Associations and Institutions Journal*, 41, 53-62.

Gastaud, M. B., Carvalho, C., Goodman, G., & Ramires, V. R. R. (2015). Assessing levels of similarity to a "psychodynamic prototype" in psychodynamic psychotherapy with children: A case study approach (preliminary findings). *Trends in Psychiatry and Psychotherapy*, 37, 161-165.

Goodman, G. (2015). Interaction structures between a child and two therapists in the psychodynamic treatment of a child with borderline personality disorder. *Journal of Child Psychotherapy*, 41, 141-161.

Goodman, G., Edwards, K., & Chung, H. (2015). The relation between prototypical processes and psychological distress in psychodynamic therapy of five inpatients with borderline personality disorder. *Clinical Psychology and Psychotherapy*, 22,

83-95.

- Goodman, G., Reed, P., & Athey-Lloyd, L. (2015). Mentalization and play therapy processes between two therapists and a child with Asperger's disorder. *International Journal of Play Therapy, 24*, 13-29.
- Ramires, V. R. R., Carvalho, C., Schmidt, F. M. D., Fiorini, G. P., & Goodman, G. (2015). Interaction structures in the psychodynamic therapy of a boy diagnosed with Asperger's disorder: A single-case study. *Research in Psychotherapy: Psychopathology, Process and Outcome, 18*, 129-140.
- Goodman, G. (2014). Mentalization: An interpersonal approach to mindfulness. In J. M. Stewart (Ed.), *Mindfulness, acceptance, and the psychodynamic evolution: Bringing values into treatment planning and enhancing psychodynamic work with Buddhist psychology* (pp. 111-132). Oakland, CA: New Harbinger Publications.
- Goodman, G. (2014). [Review of *Restoring mentalizing in attachment relationships: Treating trauma with plain old therapy*]. *Psychodynamic Psychiatry, 42*, 324-328.
- Goodman, G., Anderson, K., & Diener, M. J. (2014). Processes of therapeutic change in psychodynamic therapy of two inpatients with borderline personality disorder. *Journal of Psychotherapy Integration, 24*, 3-45.
- Goodman, G., Edwards, K., & Chung, H. (2014). Interaction structures formed in the psychodynamic therapy of five patients with borderline personality disorder in crisis. *Psychology and Psychotherapy: Theory, Research and Practice, 87*, 15-31.
- Perepletchikova, F., & Goodman, G. (2014). Two approaches to treating preadolescent children with severe emotional and behavioral problems: Dialectical Behavior Therapy adapted for children and Mentalization-Based Child Therapy. *Journal of Psychotherapy Integration, 24*, 298-312.
- Goodman, G. (2013). Encopresis happens: Theoretical and treatment considerations from an attachment perspective. *Psychoanalytic Psychology, 30*, 438-455.
- Goodman, G. (2013). The impact of intervention points of entry on attachment-based processes of therapeutic change with prepubertal children. In J. E. Bettmann & D. D. Friedman (Eds.), *Attachment-based clinical work with children and adolescents* (pp. 193-218). New York: Springer.
- Goodman, G. (2013). Is mentalization a common process factor in transference-focused psychotherapy and dialectical behavior therapy sessions? *Journal of Psychotherapy Integration, 23*, 179-192.

- Goodman, G., Bartlett, R. C., & Stroh, M. (2013). Mothers' borderline features and children's disorganized attachment representations as predictors of children's externalizing behavior. *Psychoanalytic Psychology, 30*, 16-36.
- Goodman, V. D., & Goodman, G. (2013). The beast had to marry Balinda: Using story examples to explore socializing concepts in Ugandan caregivers' oral stories. *Oral Tradition, 28*, 55-76.
- Goodman, G., Stroh, M., & Valdez, A. (2012). Do attachment representations predict depression and anxiety in psychiatrically hospitalized prepubertal children? *Bulletin of the Menninger Clinic, 76*, 260-289.
- Goodman, G., & Athey-Lloyd, L. (2011). Interaction structures between a child and two therapists in the psychodynamic treatment of a child with Asperger's disorder. *Journal of Child Psychotherapy, 37*, 311-326.
- Goodman, G. (2010). The impact of parent, child, and therapist mental representations on attachment-based intervention with prepubertal children. *Clinical Social Work Journal, 38*, 73-84.
- Goodman, G., & Aber, J. L. (2010). Predictors of representational aggression in preschool children of low-income urban African American adolescent mothers. *Infant Mental Health Journal, 31*, 33-57.
- Goodman, G. (2009). An attachment-based pathways model depicting the psychology of therapeutic relationships. In E. Cuyler & M. Ackhart (Eds.), *Psychology of relationships* (pp. 471-491). New York: Nova Science.
- Goodman, G. (2009). Representations of God uncovered in a spirituality group of borderline inpatients. In M. T. Evans & E. D. Walker (Eds.), *Religion and psychology* (pp. 255-265). New York: Nova Science.
- Goodman, G., Gerstadt, C., Pfeffer, C. R., Stroh, M., & Valdez, A. (2008). ADHD and aggression as correlates of suicidal behavior in assaultive prepubertal psychiatric inpatients. *Suicide and Life-Threatening Behavior, 38*, 46-59.
- Goodman, G., & Manierre, A. (2008). Representations of God uncovered in a spirituality group of borderline inpatients. *International Journal of Group Psychotherapy, 58*, 1-15.
- Goodman, G. (2007). Attachment-based intervention with prepubertal children: The impact of parent, child, and therapist mental representations on intervention points of entry. *Journal of Psychiatry and Psychology, 1*, 1-20,
<http://www.scientificjournals.org/journals2007/articles/1065.htm>

- Goodman, G. (2007). Quantitatively-based methods of assessing competence in clinical supervision. *The Psychologist-Psychoanalyst*, 27, 16-23.
- Goodman, G., Sapp, M. S., Stroh, M., & Valdez, A. (2007). Maternal depression, prepubertal children's representations of attachment disorganization, and the development of aggression and depression: A mediational model. In C. Yoon (Ed.), *Focus on family relations in the 21st century* (pp. 43-68). New York: Nova Science.
- Goodman, G., Bass, J. N., Geenens, D. L., & Popper, C. W. (2006). The MAVRIC-C and MAVRIC-P: A preliminary reliability and validity study. *Journal of Personality Assessment*, 86, 273-290.
- Goodman, G. (2005). Empirical evidence supporting the conceptual relatedness of object representations and internal working models. *Journal of the American Psychoanalytic Association*, 53, 597-617.
- Goodman, G. (2005). "I feel stupid and contagious:" Countertransference reactions of fledgling clinicians to patients who have negative therapeutic reactions. *American Journal of Psychotherapy*, 59, 149-168.
- Goodman, G. (2005). [Review of *Primitive mental states vol. II: Psychobiological and psychoanalytic perspectives on early trauma and personality development*]. *Psychoanalytic Quarterly*, 74, 887-896.
- Goodman, G., Hans, S. L., & Bernstein, V. J. (2005). Mother expectation of bother and infant attachment behaviors as predictors of mother and child communication at 24 months in children of methadone-maintained women. *Infant Mental Health Journal*, 26, 549-569.
- Goodman, G., Hans, S. L., & Cox, S. M. (1999). Attachment behavior and its antecedents in offspring born to methadone-maintained women. *Journal of Clinical Child Psychology*, 28, 58-69.
- Goodman, G., Hull, J. W., Clarkin, J. F., & Yeomans, F. E. (1999). Childhood antisocial behaviors as predictors of psychotic symptoms and DSM-III-R borderline criteria among inpatients with borderline personality disorder. *Journal of Personality Disorders*, 13, 35-46.
- Goodman, G. (1998). Kleinian guilt, determinism, and free will: Implications for clinical theory and treatment. *Journal of the American Academy of Psychoanalysis*, 26, 137-163.
- Goodman, G., Aber, J. L., Berlin, L., & Brooks-Gunn, J. (1998). The relations between

maternal behaviors and urban preschool children's internal working models of attachment security. *Infant Mental Health Journal*, 19, 378-393.

Goodman, G., Hull, J. W., Clarkin, J. F., & Yeomans, F. E. (1998). Comorbid mood disorders as modifiers of treatment response among inpatients with borderline personality disorder. *Journal of Nervous and Mental Disease*, 186, 616-622.

Goodman, G., & Pfeffer, C. R. (1998). Attachment disorganization in prepubertal children with severe emotional disturbance. *Bulletin of the Menninger Clinic*, 62, 490-525.

Amsel, E., Goodman, G., Savoie, D., & Clark, M. (1996). The development of reasoning about causal and noncausal influences on levers. *Child Development*, 67, 1624-1646.

Hull, J. W., Yeomans, F., Clarkin, J., Li, C., & Goodman, G. (1996). Factors associated with multiple hospitalizations of patients with borderline personality disorder. *Psychiatric Services*, 47, 638-641.

Sprachman, S., Carcagno, G. J., & Goodman, G. (1994). Conducting non-traditional data collection on a low-income population: Taking videotaped child development instruments out of the lab and into the field. *1993 Proceedings of the Section on Survey Research Methods, American Statistical Association* (pp. 1004-1009). Alexandria, VA: American Statistical Association.

Goodman, G., & Aber, J. L. (1993). [Review of *Children of alcoholics: A critical appraisal of theory and research*]. *Family Business Review*, 6, 223-227.

Goodman, G. (1991). Feeling our way into empathy: Carl Rogers, Heinz Kohut, and Jesus. *Journal of Religion and Health*, 30, 191-205.

Goodman, G. (1990). [Review of *Critical theories of psychological development*]. *Journal of Mind and Behavior*, 11, 235-237.

Books published:

Goodman, G. (2014). *The internal world and attachment* (paperback ed.). New York: Routledge.

Dent, V. F., Goodman, G., & Kevane, M. (2014). *Rural community libraries in Africa: Challenges and impacts*. Hershey, PA: IGI Global.

Goodman, G. (2013). *Daddy's secret cedar chest*. Mustang, OK: Tate Publishing.

- Goodman, G. (2010). *Therapeutic attachment relationships: Interaction structures and the processes of therapeutic change*. Lanham, MD: Jason Aronson.
- Goodman, G. (2010). *Transforming the internal world and attachment: Theoretical and empirical perspectives* (Vol. 1). Lanham, MD: Jason Aronson.
- Goodman, G. (2010). *Transforming the internal world and attachment: Clinical applications* (Vol. 2). Lanham, MD: Jason Aronson.
- Goodman, G. (2002). *The internal world and attachment*. Hillsdale, NJ: The Analytic Press.

Papers presented:

- Goodman, G., & Chung, H. (2016, June). *Simulation modeling analysis of sequential relations among therapeutic alliance, symptoms, and adherence to child-centered play therapy between a child with autism spectrum disorder and two therapists*. Paper presented at the meeting of the Society for Psychotherapy Research, Jerusalem, Israel.
- Goodman, G., & Dent, V. F. (2016, June). *One story at a time: Studying the effectiveness of the Storytelling/Story-Acting (STSA) play intervention on Ugandan preschoolers' emergent literacy, oral language, and theory of mind in two rural Ugandan community libraries*. Paper presented at the meeting of the Society for Psychotherapy Research, Jerusalem, Israel.
- Goodman, G., & Dent, V. F. (2016, June). *One story at a time: Studying the effectiveness of the Storytelling/Story-Acting (STSA) play intervention on Ugandan preschoolers' emergent literacy, oral language, and theory of mind in two rural Ugandan community libraries*. Paper presented at the Rapaport-Klein Study Group, Stockbridge, MA.
- Lynford, J., & Goodman, G. (2016, June). *The relation between mentalization and prosocial behavior in the play therapy of a boy with high-functioning autism spectrum disorder*. Paper presented at the meeting of the Society for Psychotherapy Research, Jerusalem, Israel.
- Goodman, G., & Dent, V. F. (2016, May). *One story at a time: Studying the effectiveness of the Storytelling/Story-Acting (STSA) play intervention on Ugandan preschoolers' emergent literacy, oral language, and theory of mind in two rural Ugandan community libraries*. Paper presented at the Qualitative and Quantitative Research Methods in Libraries Conference, London.
- Stein, T., & Goodman, G. (2016, February). *Listening to ourselves: Experiences and*

advice from sex addiction therapists in recovery. Paper presented at the meeting of the International Institute for Trauma and Addiction Professionals, Scottsdale, AZ.

Goodman, G. (2015, November). *Introductory remarks.* In G. Goodman (Chair), *Examining play therapy techniques from a psychodynamic and cognitive-behavioral lens: Their clinical applications to children exposed to trauma.* First Annual LIU Play Therapy Workshop, Long Island University, Brookville, NY.

Goodman, G. (2015, October). *Play therapy as a tool of therapeutic change.* Paper presented at the Eighth Annual Clinical Mental Health Counseling Symposium, Long Island University, Brookville, NY.

Japko, D., Schroeder, M., Chu, D., & Goodman, G. (2015, August). *Does psychodynamic therapy improve mentalization skills among patients diagnosed with borderline personality disorder?* Paper presented at the International Attachment Conference, New York.

Athey-Lloyd, L., & Goodman, G. (2015, June). *Interaction structures and clinical outcomes across two therapists in the psychodynamic treatment of a child with Asperger's disorder.* Paper presented at the meeting of the Society for Psychotherapy Research, Philadelphia.

Chung, H., & Goodman, G. (2015, June). *Simulation modeling analysis of treatment phase on psychological distress in psychodynamic therapy of three inpatients with borderline personality disorder.* In G. Goodman (Chair), *Using Q-methodology to identify change processes in single-case research.* Paper presented at the meeting of the Society for Psychotherapy Research, Philadelphia.

Goodman, G. (2015, June). *Psychodynamic therapy of a child diagnosed with borderline personality disorder.* In F. B. Serralta, (Chair), *Psychodynamic psychotherapy process with borderline patients.* Paper presented at the meeting of the Society for Psychotherapy Research, Philadelphia.

Goodman, G., Reed, P., & Athey-Lloyd, L. (2015, June). *Mentalization and play therapy processes between two therapists and a child with Asperger's disorder.* In G. Goodman (Chair), *Using Q-methodology to identify change processes in single-case research.* Paper presented at the meeting of the Society for Psychotherapy Research, Philadelphia.

Japko, D., & Goodman, G. (2015, June). *Does psychodynamic therapy improve mentalization skills among patients diagnosed with borderline personality disorder?* In G. Goodman (Chair), *Using Q-methodology to identify change processes in single-case research.* Paper presented at the meeting of the Society for Psychotherapy Research, Philadelphia.

- Ramires, V. R. R., Carvalho, C., & Goodman, G. (2015, June). *Interaction structures in the psychodynamic therapy of a boy diagnosed with Asperger's disorder: A single-case study*. In G. Goodman (Chair), *Using Q-methodology to identify change processes in single-case research*. Paper presented at the meeting of the Society for Psychotherapy Research, Philadelphia.
- Dent, V. F., & Goodman, G. (2015, May). *Studying the effectiveness of a storytelling/story-acting activity on Ugandan preschoolers' emergent literacy in two rural Ugandan community libraries*. Paper presented at the Qualitative and Quantitative Research Methods in Libraries Conference, Paris.
- Goodman, G., & Dent, V. F. (2014, December). One story at a time: An exploration of literacy, libraries, and storytelling in rural Uganda. In V. F. Dent & G. Goodman (Chairs), *Literacy research in the African context: Explorations in learning, culture, and storytelling*. Symposium conducted at the Tilles Center, Long Island University, Brookville, NY.
- Japko, D., Chu, D., Shroeder, M., Fanciullo, M., Fults, E., Ramotar, K., Lo, T., Apura, A., Bourie, F., Kozakowski, J., & Goodman, G. (2014, August). *The relations between reflective functioning and interaction structures in the psychodynamic therapy of patients with borderline personality disorder*. Paper presented at the meeting of the American Psychological Association, Washington, DC.
- Goodman, G., Schneider, C., & Midgley, N. (2014, June). *Describing child psychotherapy process in prototype sessions of cognitive-behavioral and psychodynamic therapy: Is mentalization a common process factor?* Paper presented at the meeting of the Society for Psychotherapy Research, Copenhagen, Denmark.
- Goodman, G. (2013, September). *The relation between a sexualized relationship and psychological distress in psychotherapy with clients diagnosed with borderline personality disorder*. Paper presented at the meeting of the World Association for Sexual Health, Porto Alegre, Brazil.
- Japko, D., Barsky, T., & Goodman, G. (2013, August). *Encopresis happens: Theoretical and treatment considerations from an attachment perspective*. Paper presented at the meeting of the Institute for Psychoanalytic Training and Research, New York.
- Fanciullo, M., Yellin, E., Blake, B., Chu, D., Schroeder, M., Fults, E., Gatto, R., Ross, M., Lo, T., Abdulkareem, A., Dent, V., & Goodman, G. (2013, June). *An examination of rural Ugandan preschool children's implicit perceptions of familial social roles*. Paper presented at the meeting of the New York State Psychological

Association, New York.

- Chu, D., Fernandez, S., Mosdell, C., Piesman, J., Yellin, E., Lo, T., Dent, V., & Goodman, G. (2012, August). *Symbolic play: The link between maternal health and Ugandan preschool children's school readiness skills*. Paper presented at the meeting of the American Psychological Association, Orlando, FL.
- De Falco, M., Sauro, D., Blake, B., Andersen, J., Lo, T., Dent, V., & Goodman, G. (2012, August). *Theory of mind: Linking caregiver depression and symbolic play in Ugandan preschoolers*. Paper presented at the meeting of the American Psychological Association, Orlando, FL.
- Goodman, G. (2012, February). *Children of sex addicts: Theoretical and treatment considerations from an attachment perspective*. Paper presented at the meeting of the International Institute for Trauma and Addiction Professionals, Scottsdale, AZ.
- Kahoud, D., Renz, J., Stratis, A., DiGiuseppe, R., & Goodman, G. (2011, August). *Callous-Unemotional (CU) traits in adolescents with substance use disorders (SUDs)*. Paper presented at the meeting of the American Psychological Association, Washington, DC.
- Athey-Lloyd, L., & Goodman, G. (2010, June). *Interaction structures between a child and two therapists in the psychodynamic treatment of a child with Asperger's disorder*. Paper presented at the meeting of the Society for Psychotherapy Research, Asilomar, CA.
- Goodman, G., & Mavrides, L. (2010, June). *Countertransference, process, and outcome in psychodynamic child psychotherapy*. Paper presented at the meeting of the Society for Psychotherapy Research, Asilomar, CA.
- Goodman, G. (2010, June). *"I feel stupid and contagious:" Quantitatively based methods of assessing supervisee competence and adherence to theoretical orientation in clinical supervision and the clinical curriculum*. Paper presented at the meeting of the International Interdisciplinary Conference on Clinical Supervision, Garden City, New York.
- Dent Goodman, V., & Goodman, G. (2010, February). *An intergenerational ethnographic examination of the impact of the rural African village library in Uganda*. Paper presented at the meeting of the Ethnography in Education Research Forum, Philadelphia.
- Goodman, G. (2009, July). *"I feel stupid and contagious:" Quantitatively based methods of assessing candidate competence and adherence to theoretical orientation in clinical supervision and the clinical curriculum*. Paper presented at the meeting of

the International Psychoanalytical Association, Chicago.

Goodman, G. (2009, June). *"I feel stupid and contagious:" Quantitatively based methods of assessing student competence and adherence to theoretical orientation in clinical supervision and the clinical curriculum.* Paper presented at the meeting of the Society for Psychotherapy Research, Santiago, Chile.

Goodman, G. (2009, June). *Processes of therapeutic change in transference focused psychotherapy.* Paper presented at the meeting of the Society for Psychotherapy Research, Santiago, Chile.

Goodman, G. (2007, October). [Panelist, *Attachment theory and adult psychotherapy (individual and couples)*]. Conference presented by the Psy Broadcasting Corporation, http://www.psybc.com/confer_detail.php?sem_id=64

Paci, M., & Goodman, G. (2007, May). *Interpersonal problems and substance abuse as predictors of impulsive sexual behavior among women with borderline personality disorder.* Paper presented at the meeting of the New York State Psychological Association, Albany, NY.

Goodman, G. (2006, November). [Discussant, *The perspectives of attachment theory and psychoanalysis: Adult psychotherapy*]. In M. Eagle & D. L. Wolitzky (Chairs), *The perspectives of attachment theory and psychoanalysis: Adult psychotherapy.* Symposium conducted by Adelphi University and the New York Attachment Consortium, Garden City, NY.

Goodman, G. (2005, December). [Discussant, *Attachment and sexuality*]. In M. Eagle (Chair), *Attachment and sexuality.* Symposium conducted by Adelphi University and the New York Attachment Consortium, Garden City, NY.

Goodman, G., & Manierre, A. (2005, June). *Representations of God uncovered in a spirituality group of borderline inpatients.* Paper presented at the meeting of the American Psychoanalytic Association, Seattle, WA.

Goodman, G., & Manierre, A. (2005, June). *Representations of God uncovered in a spirituality group of borderline inpatients.* Paper presented at the meeting of the International Conference on Social Sciences, Honolulu, Hawaii.

Mistry, M., & Goodman, G. (2003, May). *The relationship between attachment patterns and levels of object representation in prepubertal psychiatric inpatients and nonpatients.* Paper presented at the meeting of the New York State Psychological Association, Kerhonkson, NY.

Goodman, G. (2002, April). *Mothers' object representations and internal working*

models of their children: Judges agree on their conceptual relatedness. Paper presented at the meeting of the Division of Psychoanalysis 39 of the American Psychological Association, New York.

Goodman, G., & Gerstadt, C. (2001, May). *Do mother and child affects distinguish between assaultive/suicidal and assaultive-only prepubertal psychiatric inpatients?* Paper presented at the meeting of the New York State Psychological Association, Albany, NY.

Goodman, G., Baker, K., DiBenedetto, C., Palacio, G., & Stroh, M. (2001, April). *Attachment disorganization and assaultive and suicidal behavior in prepubertal psychiatric inpatients and nonpatients.* Paper presented at the meeting of the Society for Research in Child Development, Minneapolis, MN.

Goodman, G., & Pfeffer, C. R. (1998, May). *Attachment disorganization in prepubertal children with severe emotional disturbance.* Paper presented at the meeting of the American Psychoanalytic Association, Toronto.

Goodman, G. (1996, December). *Child psychoanalytic research and social policy reform: A two-generation policy-evaluation study of internal working models of attachment conducted in the home.* Paper presented at the meeting of the American Psychoanalytic Association, New York.

Goodman, G. (1996, May). *Remarks on psychotherapeutic listening.* In G. Goodman (Chair), *Psychotherapeutic listening from a Kleinian and contemporary Freudian perspective.* Seminar conducted at the meeting of the American Psychoanalytic Association, Los Angeles.

Goodman, G. (1995, April). *Kleinian guilt, determinism, and free will: Implications for clinical theory and treatment.* Paper presented at the meeting of the Division of Psychoanalysis 39 of the American Psychological Association, Santa Monica, CA.

Aber, J. L., Goodman, G., & Morris, P. (1993, November). *The effects of welfare reform on the preschool children of teenage mothers: The mediating role of maternal characteristics and behaviors.* In J. Brooks-Gunn (Chair), *Translating research into practice: Implications for serving families with young children.* Symposium conducted at the meeting of the Administration on Children, Youth and Families, Department of Health and Human Services, Washington, DC.

Sprachman, S., Carcagno, G. J., & Goodman, G. (1993, May). *Conducting non-traditional data collection on a low-income population: Taking videotaped child development instruments out of the lab and into the field.* Paper presented at the meeting of the American Association of Public Opinion Research, St. Charles, IL.

- Goodman, G., Andrews, T., Jones, S., Weinstein, J., & Weissman, A. (1993, March). *Maternal play behaviors and children's representations as mediators of risk among African-American dyads*. Paper presented at the meeting of the Society for Research in Child Development, New Orleans.
- Goodman, G., Hans, S. L., & Cox, S. M. (1993, March). *Identifying indices of attachment and their antecedents among opioid-exposed infants*. Paper presented at the meeting of the Society for Research in Child Development, New Orleans.
- Burns, W., Burns, K., Samber, E., Deddish, R., Schroeder, C., & Goodman, G. (1988, November). *Concept formation, story recall and eye-hand coordination at school age in preterm infants*. Paper presented at the meeting of the National Academy of Neuropsychologists, Orlando, FL.

INVITED ADDRESSES

- Goodman, G. *Storytelling/Story-Acting for Adolescents (STSA)*. Institute for Psychoanalytic Training and Research, New York, September 11, 2015.
- Goodman, G., & Dent, V. F. *Imagine there's no books: Helping Ugandan children to read by donating books to their rural library*. Locust Valley Intermediate School, Locust Valley, NY, February 23, 2015.
- Goodman, G. Borderline personality disorder and sex addiction. *The Hope—Strength—Recovery Show radio broadcast with Carol the Coach*, Indianapolis, IN, January 12, 2015.
- Goodman, G. How do you help the kids cope with their parents' sex addiction? *The Hope—Strength—Recovery Show radio broadcast with Carol the Coach*, Indianapolis, IN, October 20, 2014.
- Goodman, G. *Testing research hypotheses with statistical methods using SPSS*. Library Staff, Uganda Martyrs University, Nkozi, Uganda, May 12-13, 2014.
- Goodman, G. *Library research in depth*. Library Staff, Uganda Martyrs University, Nkozi, Uganda, April 15, 2014.
- Goodman, G., & Dent, V. F. "Mzungu, how are you?" *Studying the effectiveness of a storytelling/story-acting activity on preschool children's school readiness skills in two rural Ugandan community libraries*. Quicken Trust, Kabubbu, Uganda, April 3, 2014.
- Goodman, G., & Dent, V. F. *Storytelling/story-acting (STSA) activity workshop*. Quicken Trust, Kabubbu, Uganda, February 18, 2014.

- Goodman, G. *Child Psychotherapy Process Q-Set (CPQ) reliability certification workshop* (sponsored by the National Council of Research of Brazil). Programa de Pós-Graduação em Psicologia, Universidade do Vale do Rio dos Sinos—UNISINOS, São Leopoldo, Brazil, March 11-14, 2013.
- Goodman, G. *Prevention of psychopathology associated with the caregiver-child attachment relationship*. Grand Rounds in Psychiatry, Lincoln Medical and Mental Health Center, New York, September 25, 2012.
- Goodman, G. *Sexual addiction, assessment, and treatment*. Nyack Hospital Employee Assistance Program, Nyack, NY, March 20, 2012.
- Goodman, G. *The psychotherapy Q-sort with children and adolescents*. Anna Freud Centre, London, February 2-4, 2012.
- Goodman, G., & Dent Goodman, V. *A world away: Literacy and the rural African library as a Christian mission*. First Baptist Church, East Elmhurst, NY, October 19, 2010.
- Goodman, G., & Dent Goodman, V. *The intergenerational impact of a rural community library on young children's learning readiness skills in a Ugandan village*. The Schomburg Center for Research in Black Culture, New York, April 14, 2010.
- Goodman, G. *Getting attached to attachment research*. Chief of Service Rounds in Neurodevelopmental Pediatrics, Rose F. Kennedy Center, Albert Einstein College of Medicine, Bronx, New York, April 14, 2003.
- Goodman, G., & Davidson, V. *Group therapy with inner-city children*. Fall Conference, New York City Association for the Education of Young Children, New York, October 28, 1995.
- Goodman, G. *Neurobehavioral functioning and attachment patterns among opioid and cocaine-exposed infants*. Grand Rounds in Pediatric Psychiatry, Cabrini Medical Center, New York, December 12, 1990.

WORKSHOPS ATTENDED

- Coding System for Mental State Talk in Narratives (CS-MST) Training Workshop, conducted by Ozlem Bekar, Ph.D., The Center for Attachment Research, The New School for Social Research, New York, March 1, 2015.
- The Grief Project Group Bereavement Model Workshop, conducted by Christopher S. Kido, LCSW, Long Island University, Brookville, NY, July 10, 2013.

Story Stems Attachment-Focused Coding System (AFCS) Training Workshop, conducted by Allison Splaun, Ph.D., The Center for Attachment Research, The New School for Social Research, New York, April 13-14, 2013.

Sexual Attitude Reassessment (SAR) Workshop, conducted by Joan Sughrue, M.Ed., Mount Pleasant, SC, December 1, 2012.

Mentalization-Based Treatment for Families (MBT-F), conducted by Nick Midgley, Psych.D., and Norka Malberg, Psy.D., Yale University Child Study Center, New Haven, CT, October 26-27, 2012.

Certified Multiple Addiction Therapist Training, conducted by James C. Montgomery, M.D., and Thomas Tullos, LPC, for the International Institute for Trauma and Addiction Professionals (IITAP), Culver City, CA, September 6-8, 2012.

Certified Sex Addiction Therapist Supervisor Training, conducted by Debra Kaplan and Anna Valenti-Anderson, for the International Institute for Trauma and Addiction Professionals (IITAP), Scottsdale, AZ, February 15, 2012.

Certified Sex Addiction Therapist Training: Module 4 of 4 (official training for CSAT certification), conducted by Patrick J. Carnes, Ph.D., and Kenneth M. Adams, Ph.D., for the International Institute for Trauma and Addiction Professionals (IITAP), East Norriton, PA, August 24-28, 2011.

Certified Sex Addiction Therapist Training: Module 3 of 4 (official training for CSAT certification), conducted by Patrick J. Carnes, Ph.D., and Susan Campling, Psy.D., for the International Institute for Trauma and Addiction Professionals (IITAP), East Norriton, PA, March 2-6, 2011.

Certified Sex Addiction Therapist Training: Module 2 of 4 (official training for CSAT certification), conducted by Stephanie Carnes, Ph.D., for the International Institute for Trauma and Addiction Professionals (IITAP), East Norriton, PA, October 13-17, 2010.

Certified Sex Addiction Therapist Training: Module 1 of 4 (official training for CSAT certification), conducted by Patrick J. Carnes, Ph.D., and Kenneth M. Adams, Ph.D., for the International Institute for Trauma and Addiction Professionals (IITAP), St. Davids, PA, May 19-23, 2010.

School-Based Play Therapy Training Workshop, conducted by Athena A. Drewes, Psy.D., Long Island University, Brookville, NY, May 30, 2008.

Training in School Violence Prevention and Intervention, Long Island University,

Brookville, NY, May 8, 2008

Reflective Functioning Training Workshop (official training for coding reflective functioning), conducted by Howard Steele, Ph.D., Long Island University, Brooklyn, NY, May 30-31, June 1, July 19, 2006.

Mentalisation Based Therapy Training Workshop (official training for conducting Mentalisation Based Therapy), conducted by Anthony Bateman, M.D., and Peter Fonagy, Ph.D., The City College of New York, New York, May 18-20, 2006.

Adult Attachment Interview Training Workshop (official training for coding the Adult Attachment Interview), conducted by Carol George, Ph.D., Mills College, Oakland, CA, June 10-21, 1996.

Recycling Existing Data: The Power of Archival Data for Longitudinal Research, Henry A. Murray Research Center, Radcliffe College, Harvard University, Cambridge, MA, May 8-10, 1992.

Training in the Identification and Reporting of Child Abuse and Maltreatment, New York, June 12, 1991.

Disorganized/Disoriented Attachment Research Workshop (official training for coding D attachment in Ainsworth's Strange Situation), conducted by Mary Main, Ph.D., the University of Minnesota, Minneapolis, August 13-17, 1990.

Advanced Attachment Research Workshop (advanced training for coding Ainsworth's Strange Situation), conducted by Alan Sroufe, Ph.D., the University of Minnesota, Minneapolis, August 9-10, 1990.

Attachment Research Workshop (official training for coding Ainsworth's Strange Situation), conducted by Alan Sroufe, Ph.D., the University of Minnesota, Minneapolis, June 26-30, 1989.

OTHER VOLUNTEER AND TEACHING EXPERIENCE

Volunteer, The Fostering Connection (2/09-present)

Disaster Mental Health Counselor, American Red Cross (2/09-present)

Volunteer, The Soldier's Project, New York (2/09-present)

Psychological Evaluator, HealthRight International (formerly Doctors of the World), New York (3/06-present)

- Clinician, New York Disaster Counseling Coalition (7/04-11/07)
- Child Grief Counselor, New York City Family Assistance Center, Pier 94 (10/01)
- Co-Leader, Spirituality Group for Borderline Inpatients, New York Hospital-Cornell Medical Center, Westchester Division (3-6/95)
- Faculty Advisor and Consultant, TLC Play Group for homeless preschool children, Barnard College, Columbia University (2/92-6/93)
- Advisor and Consultant, Action for Progress Community Outreach Program, Lower East Side, New York (11/91-6/93)
- Volunteer, Project FIND, New York (fall, 1991-92, 94-96, 98-13, 15)
- Consultant and Volunteer, Inner Cities Program, Save the Children, Lower East Side, New York (11/91-6/92)
- Faculty Tutor in Psychology, Higher Education Opportunity Program (HEOP), Barnard College, Columbia University (9/91-6/93)
- Adjunct Assistant Professor, Barnard College, Columbia University, Field Work and Research Seminar: Barnard Toddler Center (9/91-5/92)
- Adolescents' Tutor, Community Youth Creative Learning Experience (CYCLE), Cabrini-Green, Chicago (9/89-5/90)
- Graduate Level Teaching Assistant, Northwestern University, Empathy: Concepts and Practice, with Nathaniel Raskin, Ph.D. (3-6/89)
- Student Advisor, Northwestern University's Clinical Psychology Program (9/87-6/90)
- Children's Reading and Writing Tutor, Northwestern University's Cabrini-Green Youth Program, Chicago (9/87-6/89)
- G.E.D. Tutor, Community Youth Creative Learning Experience (CYCLE), Cabrini-Green, Chicago (summer, 1987)
- Mathematics Tutor, Columbia University Tutoring and Translating Agency (6-8/86)
- Volunteer, Oxfam World Relief, New York, (spring, 1986)
- Volunteer, St. Joseph's Shelter for the Homeless, Harlem, New York (winter, 1985-86)

Volunteer, Nightline, telephone peer-counseling service (M.I.T. senior year)

PREVIOUS RELEVANT CLINICAL EXPERIENCE

Extern (outpatient adult and child psychotherapy), Northwestern University Institute of Psychiatry, Chicago (9/88-8/89)

Psychotherapist (outpatient adults, children, and families), Center for Life Skills, Chicago (1-4/88)

Extern (developmental evaluation of premature and drug-exposed infants and toddlers and counseling of their parents; outpatient child psychotherapy), Developmental Evaluation Clinic, Northwestern Memorial Hospital, Chicago (9/87-8/88)

Extern (outpatient and inpatient child and adult psychological testing), Northwestern University Institute of Psychiatry, Chicago (9/87-8/88)

Mental Health Worker (inpatient adults, inc. eating disordered, homeless, elderly, and drug-dependent pts.), Northwestern University Institute of Psychiatry, Chicago (4/87-6/90)

Intern (outpatient children and adults), Child Psychiatry and Outpatient Adult Psychiatry, Harlem Hospital Center, New York (6-8/86)

Mental Health Worker (inpatient children, adolescents, and adults, inc. eating disordered and drug-dependent pts.), Del Amo Hospital, Torrance, CA (6/84-8/85)

Mental Health Worker (inpatient adults, inc. eating disordered pts.), College Hospital, Cerritos, CA (8/83-1/84)

Counselor, Camp Susque Boys Camp, Trout Run, PA (6-8/81)

NATIONAL ORGANIZATIONS

Association for Play Therapy (3/15-present)

American Association of Sexuality Educators, Counselors and Therapists (2/13-present)

International Literacy Association (8/11-7/12, 7/14-6/15)

A Simple Alternative Program for the American Psychoanalytic Association (2/11-present)

American Psychoanalytic Association (1/11-present)

Rapaport-Klein Study Group (6/10-present)

International Psychoanalytical Association (3/10-present)

National Association for the Advancement of Colored People (12/09-present)

Society for Psychotherapy Research (4/09-present)

International Psychoanalytic Studies Organization (2/09-3/10)
 Confederation of Independent Psychoanalytic Societies (4/08-present)
 Friends of African Village Libraries (6/07-present)
 Association for Child Psychoanalysis (1/02-present)
 American Psychological Association (10/92-12/93)
 Society for Research in Child Development (10/92-12/93)
 Save the Children (9/86-5/93)

REGIONAL ORGANIZATIONS

United New York Early Intervention Providers (2/11-2/12)
 Marble Collegiate Church (6/02-present)
 Independent Providers Coalition of Westchester (2/01-2/12)
 New York State Psychological Association (11/99-present)

AWARDS AND HONORS

Long Island University David Newton Award for Excellence in Teaching (2/10/16)
 Distinguished Research Award, Phi Delta Kappa (1/17/16)
 Best Research Poster, Long Island University Clinical Psychology Doctoral Program
 Student Research Exhibition (1/29/15)
 Best Research Focused on Psychodynamic Research/Practice, Long Island University
 Clinical Psychology Doctoral Program Student Research Exhibition (1/29/14;
 1/29/15; 1/28/16)
 Best Research Focused on the Psy.D. Program's Mission: "Serving Underserved
 Populations," Long Island University Clinical Psychology Doctoral Program Student
 Research Exhibition (1/29/14)
 Linda Neuwirth Memorial Paper Award, Institute for Psychoanalytic Training and
 Research (5/19/13)
 Graduation Speaker, Child and Adolescent Psychoanalytic Program, Contemporary
 Freudian Society and Psychoanalytic Institute (5/5/13)
 International Who's Who Among Professionals (2010, 2015)
 Who's Who Among American Teachers and Educators (2007)
 Long Island University Trustees Award for Scholarly Achievement (4/27/06)
 Awarded tenure at Long Island University (9/1/03)
 Traditional Plumsock Prize, the Psychoanalytic Training Institute of the New York
 Freudian Society (5/18/01, 5/10/02)
 Selection for the New York Psychoanalytic Institute Fellowship Program (7/96-6/97)
 Who's Who (1996, 2009)
 Finisher, 1995 New York City Marathon (11/12/95)
 Fellow, American Psychoanalytic Association (7/95-6/96)
 Nomination for Honors Status, Qualifying Paper for Doctoral Candidacy (8/89)
 Committee on Institutional Corporations Traveling Scholar (9-12/86, 3-6/87, 9-12/87, 3-
 6/88)

Intern, New York City Summer Internship Program (6-8/86)
 Intern, Massachusetts Summer Internship Program (6-8/80)
 Hermance Award (university scholarship) (1979-83)
 Lutheran Brotherhood University Scholarship (1979-83)
 High School Commencement Speaker
 High School Salutatorian
 National Honor Society
 National Merit Scholarship Letter of Commendation
 Bausch & Lomb Mathematics and Science Award
 Rensselaer Mathematics Award
 Keystone State Writing Award
 Lycoming County Daughters of the American Revolution Writing Award
 Eagle Scout, Boy Scouts of America

DOCTORAL COURSES TAUGHT

Child and Adolescent Psychopathology
 Adult Psychopathology
 Theory and Research in Serious and Persistent Mental Illness
 Introduction to Interviewing
 Child Assessment Lab
 Professional Development Seminar: Preparation for Clinical Competency Evaluation
 Object Relations Theories
 Consultation in Multicultural School Settings
 Introduction to Play Therapy
 Advanced Integrative Play Therapy
 Play Strategies for Addressing Extreme Poverty in Rural Africa: Promoting Literacy
 Among Ugandan Children
 Social and Community Psychology

February 10, 2016