

Isaac Ahuvia

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Education

Stony Brook University Ph.D. Candidate in Clinical Psychology Faculty Advisor: Jessica Schleider, Ph.D.	2020 – Present
Stony Brook University M.A. in Psychology	2020 – 2022
University of Michigan Bachelor of Arts in Sociology Thesis Advisors: Sarah Burgard, Ph.D., Sandra Levitsky, Ph.D.	2012 – 2016

Honors and Awards

Graduate Council Fellowship , Stony Brook University	2020 – 2025
Career Development Leadership Program , Anxiety and Depression Association of America	2025
Departmental Award for Excellence in Teaching , Stony Brook University Department of Psychology	2023
Hughes Fellowship in Cultural Psychiatry , Society for the Study of Psychiatry and Culture	2023
Departmental Honors , University of Michigan Department of Sociology	2016
Phi Beta Kappa , University of Michigan	2016
James B. Angell Scholar , University of Michigan	2015 – 2016
University Honors , University of Michigan	2013 – 2016

Research Funding

Graduate Research Grant , Psi Chi Principal Investigator. Total costs: \$1,500	2023 – 2024
John Neale Endowed Graduate Student Excellence Fund , Stony Brook University Principal Investigator. Total costs: \$1,500	2022 – 2023
Honors Thesis Research Grant , University of Michigan Principal Investigator. Total costs: \$400	2015 – 2016

Peer-Reviewed Publications

*Indicates mentorship

†Indicates co-first author

‡Article accompanied by invited commentary

Ahuvia, I., & Link, B. (in press). The Mental Illness Self-Labeling Model: A Conceptual Model for Studying the Effects of Mental Illness Self-Labeling on Clinical Outcomes. *Clinical Psychological Science*.
<https://psyarxiv.com/nye7s>

†**Ahuvia, I.**, Beatty, C., Davila, J., & Vivian, D. (in press). How Dyadic Patterns in Intimate Relationships Can Maintain and Exacerbate Relationship Obsessive-Compulsive Disorder Symptoms. *The Behavior Therapist*.
<https://psyarxiv.com/he6rx>

Ahuvia, I., Eberle, J., Schleider, J., & Teachman, B. (2025). Anxiety Identity Centrality is Associated with Avoidant Coping in Anxious Adults. *Journal of Social and Clinical Psychology*, 44(1), 60-74.
<https://doi.org/10.1521/jscp.2025.44.1.003> <https://psyarxiv.com/5wgnc>

- Roulston, C., **Ahuvia, I.**, Leong, S., Fassler, J., Fox, K., & Schleider, J. (2025). “My Family Won’t Let Me”: Adolescent-Reported Barriers to Accessing Mental Health Care. *Journal of Research on Adolescence*, 35, e70013. <https://doi.org/10.1111/jora.70013> <https://psyarxiv.com/yqgh3>
- Schleider, J. L., Zapata, J. P., Rapoport, A., Wescott, A., Ghosh, A., Kaveladze, B., Szkody, E., & **Ahuvia, I.** (2025). Single-Session Interventions for Mental Health Problems and Service Engagement: Umbrella Review of Systematic Reviews and Meta-Analyses. *Annual Review of Clinical Psychology*, 21. <https://doi.org/10.1146/annurev-clinpsy-081423-025033> <https://psyarxiv.com/gp6sx>
- Ahuvia, I.**, Schleider, J., Kneeland, E., Moser, J., & Schroder, H. (2024). Depression Self-Labeling in U.S. College Students: Associations with Perceived Control and Coping Strategies. *Journal of Affective Disorders*, 351, 202-210. <https://doi.org/10.1016/j.jad.2024.01.229> <https://psyarxiv.com/jqrhu>
- Ahuvia, I.**, Sotomayor, I., Kwong, K., Lam, F., Mirza, A., & Schleider, J. (2024). Causal Beliefs About Mental Illness: A Scoping Review. *Social Science and Medicine*, 345, 116670. <https://doi.org/10.1016/j.socscimed.2024.116670> <https://psyarxiv.com/x58pw>
- Ahuvia, I.**, Chen, S., Gordon, L., Fox, K., & Schleider, J. (2024). A Mixed-Methods Investigation of Adolescents’ Beliefs About the Causes of Depression. *Journal of Adolescent Research*. <https://doi.org/10.1177/07435584241256605> <https://psyarxiv.com/yf6vq>
- Ahuvia, I.** (2024). Refining the Prevalence Inflation Hypothesis: Disentangling Overinterpretation from Self-Fulfilling Prophecies. *New Ideas in Psychology*, 75, 101106. <https://doi.org/10.1016/j.newideapsych.2024.101106> <https://psyarxiv.com/nvx2f>
- *Pinder, J., **Ahuvia, I.**, Chen, S., & Schleider, J. (2024). Beliefs About Depression Relate to Active and Avoidant Coping in High-Symptom Adolescents. *Journal of Affective Disorders*, 346, 299-302. <https://doi.org/10.1016/j.jad.2023.11.026> <https://psyarxiv.com/q43pd>
- Schleider, J., Smock, A., **Ahuvia, I.**, Walubita, T., Rapoport, A., Hill, S., & Purtle, J. (2024). State Parental Consent Law and Treatment Use Among Adolescents with Depression. *JAMA Pediatrics*, 179(2), 209-212. <https://doi.org/10.1001/jamapediatrics.2024.5361>
- Cohen, K., Ito, S., **Ahuvia, I.**, Clayton, C., Zhang, Y., Renshaw, T., Larson, M., & Schleider, J. (2024). Brief School-Based Interventions Targeting Student Mental Health or Wellbeing: A Systematic Review. *Clinical Child and Family Psychology Review*, 27, 732-806. <https://doi.org/10.1007/s10567-024-00487-2> <https://psyarxiv.com/xemjn>
- Dodge, K., Prinstein, M., Evans, A., **Ahuvia, I.**, Alvarez, K., Beidas, R., Brown, A., Cuijpers, P., Denton, E., Hoagwood, K., Johnson, C., Kazdin, A., McDaniel, R., Metzger, I., Rowley, S., Schleider, J., & Shaw, D. (2024). Population Mental Health Science: Guiding Principles and Initial Agenda. *American Psychologist*, 79(6), 805-823. <https://doi.org/10.1037/amp0001334>
- ‡**Ahuvia, I.**, Mullarkey, M., Sung, J., Fox, K., & Schleider, J. (2023). Evaluating a Treatment Selection Approach for Online Single-Session Interventions for Adolescent Depression. *Journal of Child Psychology and Psychiatry*, 64(12), 1679-1688. <https://doi.org/10.1111/jcpp.13822> <https://psyarxiv.com/nekhw>
- ‡**Ahuvia, I.**, Fox, K., & Schleider, J. (2023). Adolescents’ Beliefs About What Symptoms Constitute Depression: Are More Expansive Definitions Helpful or Harmful? *SSM – Mental Health*, 4, 100259. <https://doi.org/10.1016/j.ssmmh.2023.100259> <https://psyarxiv.com/hs98z>
- Ahuvia, I.**, & Schleider, J. (2023). Potential Harms from Emphasizing Individual Factors Over Structural Factors in Cognitive Behavioral Therapy with Stigmatized Groups. *The Behavior Therapist*, 46(7), 248-254. https://services.abct.org/i4a/doclibrary/getfile.cfm?doc_id=181 <https://psyarxiv.com/n65fj>
- Ahuvia, I.**, Dobias, M., Cohen, K., Nelson, B., Richmond, L., London, B., & Schleider, J. (2023). Loss of Mental Health Support Among College Students During the COVID-19 Pandemic. *Journal of American College Health*, 73(3), 1198-1204. <https://doi.org/10.1080/07448481.2023.2245917> <https://psyarxiv.com/48q7p>

*Smith, A., **Ahuvia, I.**, Ito, S., & Schleider, J. (2023). A Mixed-Methods Evaluation of a Novel Single-Session Intervention for Body Dissatisfaction and Depression in Adolescents. *International Journal of Eating Disorders*, 56(8), 1554-1569. <https://doi.org/10.1002/eat.23976> <https://psyarxiv.com/4ywe5>

‡Schleider, J., Smith, A., & **Ahuvia, I.** (2023). Realizing the Untapped Promise of Single-Session Interventions for Eating Disorders. *International Journal of Eating Disorders*, 56(5), 853-863. <https://doi.org/10.1002/eat.23920> <https://psyarxiv.com/sgcvp>

Fan, K., Dobias, M., **Ahuvia, I.**, Fox, K., & Schleider, J. (2023). Neighborhood Resources, Discrimination, and Mental Health Treatment Access for Youth Engaging in Self-Injury. *Stigma and Health*, 10(1), 114-121. <https://doi.org/10.1037/sah0000494> <https://psyarxiv.com/d7tpw>

Bear, H., Moon, Z., Wasil, A., **Ahuvia, I.**, Edbrooke-Childs, J., Wolpert, M. (2023). Development and Validation of the Illness Perceptions Questionnaire for Youth Anxiety and Depression. *Counseling Psychology Quarterly*, 37(3), 441-469. <https://doi.org/10.1080/09515070.2023.2232320>

Wakschlag, L., MacNeill, L., Pool, L., Smith, J., Adam, H., Barch, D., Norton, E., Rogers, C., **Ahuvia, I.**, Smyser, C., Luby, J., and Allen, N. (2023). Predictive Utility of Irritability “in Context”: Proof-of-Principle for an Early Childhood Mental Health Risk Calculator. *Journal of Clinical Child and Adolescent Psychology*, 53(2), 231-245. <https://doi.org/10.1080/15374416.2023.2188553>

Ahuvia, I., Jans, L., & Schleider, J. (2022). Secondary Effects of Body Dissatisfaction Interventions on Depression: A Meta-Analysis. *International Journal of Eating Disorders*, 55(2), 231-246. <https://doi.org/10.1002/eat.23659> <https://psyarxiv.com/6rycq>

Ahuvia, I., Sung, J., Dobias, M., Nelson, B., Richmond, L., London, B., & Schleider, J. (2022). College Student Interest in Teletherapy and Self-Guided Mental Health Supports During the COVID-19 Pandemic. *Journal of American College Health*, 72(3), 940-946. <https://doi.org/10.1080/07448481.2022.2062245> <https://psyarxiv.com/8unfx>

Mullarkey, M., Dobias, M., Sung, J., **Ahuvia, I.**, Shumake, J., Beevers, C., & Schleider, J. (2022). Web-Based Single Session Intervention for Perceived Control Over Anxiety During COVID-19: Randomized Controlled Trial. *JMIR Mental Health*, 9(4), e33473. <https://doi.org/10.2196/33473> <https://psyarxiv.com/qp7c2>

Pellecchia, A., Kritikos, M., Guralnik, J., **Ahuvia, I.**, Santiago-Michels, S., Carr, M., Kotov, R., Bromet, E., Clouston, S., & Luft, B. (2022). Physical Functional Impairment and the Risk of Incident Mild Cognitive Impairment in an Observational Study of World Trade Center Responders. *Neurology: Clinical Practice*, 12(6), e162-e171. <https://doi.org/10.1212/CPJ.0000000000200089>

Bevans, K., **Ahuvia, I.**, Hallock, T., Mendonca, R., Roth, S., Forrest, C., Blackwell, C., Kramer, J., & Wakschlag, L. (2020). Investigating Child Self-Report Capacity: A Systematic Review and Utility Analysis. *Quality of Life Research*, 29, 1147-1158. <https://doi.org/10.1007/s11136-019-02387-3>

Additional Publications

Book Chapters

Ahuvia, I., & Schleider, J. L. (2022). New Ideas: Single Sessions. In Bennett, S., Myles-Hooton, P., Schleider, J., & Shafran, R. (Eds.) *Oxford Guide to Brief and Low Intensity Interventions for Children and Young People*. Oxford University Press. <https://doi.org/10.1093/med-psych/9780198867791.001.0001>

Research Reports

Ahuvia, I., Fox, K., & Schleider, J. (2023). Depression Beliefs Among High-Symptom Adolescents: Correlates, Parent-Child Agreement, and Stability Over Time. <https://psyarxiv.com/sqt8g>

Ahuvia, I., & Gripshover, S. (2023). Elevate Learning Brief: Focus on Fidelity to Deepen Improvements in Learning Conditions (Report). San Francisco, CA: PERTS. <http://perts.net/research/fidelity-predicts-improvement>

Gripsover, S., Londerè, A., **Ahuvia, I.**, Shyjka, A., Krohsinsky, F., Ryan, N., Farrington, C., & Paunesku, D. (2022). Learning Conditions Are an Actionable, Early Indicator of Math Learning (Report). San Francisco, CA: PERTS. <http://perts.net/research/early-indicators>

Ahuvia, I., Bartik, A., Bertrand, M., Gottlieb, J., Hallberg, K., Notowidigdo, M., Pollack, H., & van Dijk, W. (2020). Where COVID-19 Testing Lags Community Need in Illinois (Report). Chicago, IL: University of Chicago Inclusive Economy Lab. <https://urbanlabs.uchicago.edu/projects/where-covid-19-testing-lags-community-need-in-illinois>

Manuscripts Under Review

*Indicates mentorship

†Indicates co-first author

†**Ahuvia, I.**, Ilagan, G., Jonassaint, C., & Hughes, C. (under review). NIH Diversity Supplement Uptake and Receipt Among Psychologists: How Can We Improve Utilization?

*Kwong, K., **Ahuvia, I.**, & Schleider, J. (under review). Help-Seeking at the Intersection of Age and Race: Perceived Need and Treatment Access for Depression in the United States. <https://osf.io/sxkyd>

*Smith, A., **Ahuvia, I.**, Zapata, J., Cohen, K., Graham, A., & Schleider, J. (in preparation). Randomized Trial of a Digital Single-Session Intervention for Body Image and Mood Concerns among LGBTQ+ Adolescents. <https://psyarxiv.com/hsgpr>

Pinder, J., **Ahuvia, I.**, Rodriguez-Seijas, C., Fox, K., & Schleider, J. (under review). Measurement Invariance of the CDI-2-SF Among Adolescents Across Sexual Orientation and Gender Identity. <https://osf.io/b6x4y>

Manvelian, A., Sotomayor, I., **Ahuvia, I.**, Davila, J., & Schleider, J. L. (under review). Project Relate: A Randomized Clinical Trial of a Romantic Competence Single-Session Intervention. <https://osf.io/st6gu>

Research in Progress

*Indicates mentorship

†Indicates co-first author

Ahuvia, I., & Schleider, J. (in preparation). Exploring the Psychological Consequences of Online Depression Screening: Effects of Receiving Symptom Feedback With and Without a Brief Psychoeducational Intervention. <https://osf.io/a2dge>

Ahuvia, I., Gurba, A., Gurbuz, E., Houck, A., Gates, J., Cuda, A., Schleider, J., & Kapp, S. (in preparation). Identifying as Autistic Without a Diagnosis: Who Self-Identifies and Why? <https://osf.io/vwa3u>

Ahuvia, I., Tse, J., Pinder, J., & Schleider, J. (in preparation). Depression Concept Breadth and Self-Labeling in a Diverse Sample of U.S. College Students. <https://osf.io/sc6p9>

Ahuvia, I., & Pinder, J. (in preparation). PHQ-9 Responses in U.S. College Students Versus the General Adult Population: Differences in Response Patterns and Item Functioning.

Eberle, J., **Ahuvia, I.**, Chang, Y., Chen, S., Shroff, A., Bringmann, L., Mullarkey, M., & Schleider, J. (in preparation). Using Idiographic Symptom Networks to Predict Change in Adolescent Depression Symptoms. <https://osf.io/c4e75>

Shroff, A., Roulston, C., Fassler, J., **Ahuvia, I.**, Fox, K., & Schleider, J. (in preparation). Factors Informing Disclosure of Mental Health Difficulties to Parents Among Adolescents with Depression. <https://osf.io/d7wyn>

Dobias, M., Roulston, C., Jans, L., **Ahuvia, I.**, Fox, K., & Schleider, J. (in preparation). What do Depressed Adolescents Believe is the “Ideal” Support for Their Depression? <https://osf.io/d7wyn>

Roberts, S., Smith, A., Stout, C., **Ahuvia, I.**, Gordon, A., & Schleider, J. (in preparation). The Impact of LGBTQ+ Identity on Acceptability and Response to an Online Single-Session Intervention for Adolescents’ Body Image and Depression. <https://osf.io/3vesk>

Houck, A., Cuda, J., Gurba, A., Gates, J., Gurbuz, E., Schleider, J., Kapp, S., & **Ahuvia, I.** (in preparation). Avenues to Autistic Identity Among Diagnosed and Self-Identifying Adults. <https://osf.io/vwa3u>

Presentations

*Indicates mentorship

Invited Talks

Northwestern University Feinberg School of Medicine Center for Behavioral Intervention Technologies.

“Depression and Anxiety Identities: Prevalence Inflation, Labeling, and Self-Fulfilling Prophecies.” May 28, 2024.

Stony Brook University Clinical Science Colloquium. “Two Studies of Self-Labeling: Depression in College Students and Autism in Adults.” February 21, 2024.

University of New Mexico Alcohol Use and Mental Health ECHO. “Brief Therapy Interventions and Resources for Depression.” November 15, 2022.

Academic Conferences

Plenary and Keynote Presentations

Ahuvia, I., Chen, S., Gordon, L., Fox, K., & Schleider, J. (2023, April). A Mixed-Methods Investigation of Adolescents’ Beliefs About the Causes of Depression. Hughes Fellowship plenary presentation given at the Society for the Study of Psychiatry and Culture Annual Conference, San Diego, CA.

Chaired Symposia and Panels

Ahuvia, I., & McKetta, S. (Chairs), Mirhashem, R., Jans, L., Chang, Y., Fan, K., & Price, M. (2023, November). The Role of Structural Stigma in Psychopathology Among Marginalized Youth. Symposium at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Symposium and Panel Presentations

Ahuvia, I., Schleider, J. (2025, April). Do My Experiences “Count” as Depression? Depression Concept Breadth as a Predictor of Self-Labeling. Symposium presentation given at the Anxiety and Depression Association of America Annual Conference, Las Vegas, NV.

*Smith, A., **Ahuvia, I.** Cohen, K., & Schleider, L. (2024, November). A Randomized-Controlled Trial of a Digital Single-Session Intervention for LGBTQ+ Youth with Body Image and Mood Concerns. Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Philadelphia, PA.

Jans, L., Smith, A., **Ahuvia, I.**, Eberle, J., & Schleider, J. (2024, June). Shared and Unique Contributions of Pre-Post Changes in Proximal Targets to 3-Month Changes in Depression Symptoms in Two Web-Based Single-Session Interventions for Depressed Adolescents. Symposium presentation given at the 12th Annual International Society for Research on Internet Interventions, Limerick, Ireland.

Ahuvia, I., Schleider, J., Kneeland, E., Moser, J., & Schroder, H. (2024, April). Depression Self-Labeling in U.S. College Students: Associations with Perceived Control and Coping Strategies. Symposium presentation given at the Anxiety and Depression Association of America Annual Conference, Boston, MA.

Ahuvia, I., Fox, K., & Schleider, J. (2023, November). Adolescents’ Beliefs About What Symptoms Constitute Depression: Are More Expansive Definitions Helpful or Harmful? Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Ahuvia, I., Chen, S., Gordon, L., Fox, K., & Schleider, J. (2023, November). Adolescents’ Beliefs About What Causes Depression: Implications for Clinical Psychoeducation. Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Fan, K., Dobias, M., **Ahuvia, I.**, Fox, K., & Schleider, J. (2023, November). Neighborhood Resources, Discrimination, and Treatment Access for Adolescents Engaging in Self-Injury. Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Mirhashem, R., Thorpe, D., **Ahuvia, I.**, Fox, K., & Schleider, J. (2023, November). How do Subjective Social Status and Objective Neighborhood Resources Relate to Adolescent Depression? Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Dobias, M., Roulston, C., Jans, L., **Ahuvia, I.**, & Schleider, J. (2023, November). Mixed Methods Analysis of Youth Mental Health Support Preferences. Symposium presentation given at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Ahuvia, I., & Schleider, J. (2022, May). The Relationship Between Depression Beliefs and Depression Symptom in Adolescents. Symposium presentation given at the Association for Psychological Science Annual Convention, Chicago, IL.

Ahuvia, I., & Schleider, J. (2022, March). Adolescents' Beliefs About the Causes and Permanency of Depression: An Exploratory Study. Symposium presentation given at the Anxiety and Depression Association of America Annual Conference, Denver, CO.

Individual Presentations

Bevans, K., **Ahuvia, I.**, Hallock, T., & Mendonca, R. (2019, October). Advancing the Science of Pediatric Health Measurement: A Multimethod Approach to Assessing Children's Self-Report Capacity. Presentation given at the International Society for Quality of Life Research Annual Conference, San Diego, CA.

Brief Presentations

*Smith, A., **Ahuvia, I.**, Ito, S., & Schleider, J. (2023, June). Acceptability and Impact of a Digital Single-Session Intervention for Adolescents with Elevated Body Image and Mood Concerns. Flash talk presentation given at the Society for Digital Mental Health Annual Meeting, Virtual.

*Smith, A., **Ahuvia, I.**, Ito, S., & Schleider, J. (2022, November). Project Body Neutrality: Piloting a Digital Single Session Intervention for Body Image and Depression. Ignite presentation at the Technology and Behavior Change SIG meeting, Association for Behavioral and Cognitive Therapies Annual Convention, New York, NY.

Poster Presentations

Ahuvia, I. (2025, April). Depression Symptom Profiles Differ Between U.S. College Students and the General Adult Population, With Implications for Detection. Poster presented at the Anxiety and Depression Association of America Annual Conference, Las Vegas, NV.

Smock, A., Walubita, T., Hill, S., Rapoport, A., **Ahuvia, I.**, Purtle, J., & Schleider, J. (2024, November). State Laws That Require Parental Consent for Adolescent Depression Treatment May Undermine Youths' Access to Care. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Philadelphia, PA.

*Kwong, K., **Ahuvia, I.**, & Schleider, J. (2024, May). Help-Seeking at the Intersection of Age and Race: Perceived Need and Treatment Access for Depression in the United States. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Student Research Symposium, Virtual.

*Smith, A., **Ahuvia, I.**, Ito, S., Cohen, K., & Schleider, J. (2023, November). Adolescent Treatment Seekers' Perspectives on Body Positivity and Body Neutrality. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Seattle, WA.

Gripshover, S., Yohannes, E., & **Ahuvia, I.** (2023, April). Enabling Conditions for the Continuous Improvement of Student Experience. Poster presented at the Carnegie Foundation Summit on Improvement in Education, San Diego, CA.

*Jans, L., **Ahuvia, I.**, Schleider, J. (2022, August). Associations Between Perceived Causal Agents and Prognostic Pessimism in Adolescent Depression. Poster presented at the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum, Virtual.

Fan, K., Dobias, M., **Ahuvia, I.**, Fox, K., & Schleider, J. (2022, August). Neighborhood Resources, Identity-Based Discrimination, and Mental Health Treatment Access Among Adolescents Engaging in Self-Injury.

Poster presented at the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum, Virtual.

Ahuvia, I., Jans, L., & Schleider, J. (2021, November). Secondary Effects of Body Dissatisfaction Interventions on Adolescent Depressive Symptoms: A Meta-Analysis. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, New Orleans, LA.

Ahuvia, I., & Bevans, K. (2019, November). Consequences of Excluding Potentially Invalid PRO Response Data for Research with Adolescent ADHD Populations. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Atlanta, GA.

Public Engagement

Articles

Ahuvia, I. (2024, March 7). Students Don't Know How Depressed They Are. *Inside Higher Ed*. <https://www.insidehighered.com/opinion/views/2024/03/07/many-depressed-students-dont-identify-such-opinion>

Media Appearances

Mad in America. "Depression Self-Labeling Associated with Worse Outcomes." August 12, 2024. <https://www.madinamerica.com/2024/08/depression-self-labeling-associated-with-worse-outcomes/>

The Atlantic. "Not Everyone Needs to Go to Therapy." July 9, 2024. <https://www.theatlantic.com/podcasts/archive/2024/07/therapy-mental-health-school-kids/678911>

The New York Times. "Are We Talking Too Much About Mental Health?" May 6, 2024. <https://www.nytimes.com/2024/05/06/health/mental-health-schools.html>

Forbes. "Generative AI and the Great Promise of Single-Session Therapy for Mental Health." May 3, 2024. <https://www.forbes.com/sites/lanceeliot/2024/05/03/generative-ai-and-the-great-promise-of-single-session-therapy-for-mental-health>

Mad in America. "From Self-Label to Self-Sabotage: Identifying with Anxiety Fuels Avoidance Behaviors." March 26, 2024. <https://www.madinamerica.com/2024/03/from-self-label-to-self-sabotage-identifying-with-anxiety-fuels-avoidance-behaviors>

ACAMH Podcasts. "What Works for Whom: Treatment Selection Approach for Single-Session Interventions for Depression." February 19, 2024. <https://www.acamh.org/podcasts/treatment-selection-approach-for-single-session-interventions-for-depression>

Mad in America. "Can Individual Focus of CBT Harm Those Facing Systemic Discrimination?" September 20, 2023. <https://www.madinamerica.com/2023/09/can-individual-focus-of-cbt-harm-those-facing-systemic-discrimination>

Tradeoffs Podcast. "Hard to Reach." June 11, 2020. <https://tradeoffs.org/2020/06/11/hard-to-reach>

Publicly Available Mental Health Interventions

Smith, A., **Ahuvia, I.,** Cohen, K., Ito, S., & Schleider, J. (2023). Project Body Neutrality. <https://doi.org/10.17605/osf.io/w82bf>

Teaching

Teaching materials publicly available at <https://www.isaacahuvia.com/#teaching>

Stony Brook University

Stony Brook, NY

Instructor and Creator of Original Course

PSY 339: The Social Construction of Mental Illness (Undergraduate)

Summer 2023

- 100% of students gave this class the highest possible rating on course evaluations

PSY 339: The Social Construction of Mental Illness (Undergraduate)

Winter 2023

- 100% of students gave this class the highest possible rating on course evaluations

PSY 339: The Social Construction of Mental Illness (Undergraduate)	Summer 2022
<ul style="list-style-type: none"> 100% of students gave this class the highest possible rating on course evaluations 	

Instructor

PSY 301: Advanced Statistics (Undergraduate)	Summer 2023
<ul style="list-style-type: none"> 100% of students gave this class the highest possible rating on course evaluations Average improvement in statistics self-efficacy: 1.05 standard deviations (d_{av}) 	

PSY 310: Research and Writing in Psychology (Undergraduate)	Spring 2022
<ul style="list-style-type: none"> 94% of students gave this class the highest possible rating on course evaluations 	

Guest Lecturer

PSY 447: Professional Development: What You Can Do with Your Degree (Undergraduate)	Fall 2024
PSY 447: Professional Development: What You Can Do with Your Degree (Undergraduate)	Fall 2023
PSY 505: Multivariate Statistical Methods (Graduate)	Fall 2023
PSY 382: Research Methods in Social Psychology (Undergraduate)	Fall 2021

Creator of Instructional Materials

PSY 505: Multivariate Statistical Methods (Graduate)	Fall 2023
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Teaching Assistant

PSY 358: Neuroethology (Undergraduate)	Spring 2024
PSY 505: Multivariate Statistical Methods (Graduate)	Fall 2023
PSY 339: Schizophrenia Spectrum Disorders (Undergraduate)	Spring 2023
PSY 382: Research Methods in Social Psychology (Undergraduate)	Fall 2021

Additional Teaching Experience

Workshop on Statistical Programming in R	Fall 2020
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Mentorship

Center for the Improvement of Mentored Experiences in Research (CIMER) certified.

Katie Zeng, as B.A. student in psychology at Stony Brook University	2023 – 2024
<ul style="list-style-type: none"> Support research design, implementation, and writing of undergraduate honors thesis 	
Arielle Smith, as post-baccalaureate research coordinator at Stony Brook University	2022 – 2023
<ul style="list-style-type: none"> Support research design, implementation, and writing of multiple first-authored papers Recipient of 2023 Best Trainee Poster Award, ABCT Eating Disorder and Eating Behavior SIG 	
Kelly Kwong, as B.A. student in psychology at Stony Brook University	2022 – 2023
<ul style="list-style-type: none"> Support research design, implementation, and writing of undergraduate honors thesis 	
Juno Pinder, as M.A. student in clinical psychology at the Columbia University	2021 – 2022
<ul style="list-style-type: none"> Supported research design, implementation, and writing of first-authored paper 	
Laura Jans, as M.A. student in psychology at Stony Brook University	2021 – 2022
<ul style="list-style-type: none"> Supported research design, implementation, and writing of first-authored poster 	

Professional Service

Stony Brook University	Stony Brook, NY
Member, Subcommittee on Mentoring Diverse Undergraduate Students	2023 – Present
Graduate Student Representative, Psychology Department	2020 – 2021
Coalition for the Advancement and Application of Psychological Science	National
Member, Subcommittee on Diversity, Equity, and Inclusion in NIH-Funded Research	2023 – Present

Professional Affiliations

American Psychological Association (APA)
 Anxiety and Depression Association of America (ADAA)
 Association for Behavioral and Cognitive Therapies (ABCT)
 Association for Psychological Science (APS)
 Coalition for the Advancement and Application of Psychological Science (CAAPS)
 Society for the Study of Psychiatry and Culture (SSPC)
 Society for the Teaching of Psychology (APA Division 2)
 Society of Clinical Psychology (APA Division 12)

Editorial & Review Experience

Ad-Hoc Reviewer

Journal of Clinical Child & Adolescent Psychology	Since 2021
Journal of Medical Internet Research	Since 2021
Journal of Adolescence	Since 2022
Journal of Adolescent Research	Since 2022
Research on Child and Adolescent Psychopathology	Since 2022
Journal of American College Health	Since 2024
BMC Psychology	Since 2024
American Journal of Psychology	Since 2024
International Journal of Adolescence and Youth	Since 2024
Journal of Cross-Cultural Psychology	Since 2024
Current Psychology	Since 2025
International Journal of Human-Computer Interaction	Since 2025

Research Experience

Stony Brook University

Stony Brook, NY

Ph.D. Student, Lab for Scalable Mental Health

August 2020 – Present

- Lead and contribute to a variety of research projects from conceptualization through publication
- Create data processing pipelines (R) to facilitate rigorous, transparent research

Research Assistant, World Trade Center Study

June 2021 – September 2021

- Conducted survival analysis (R) for studies on health outcomes of World Trade Center first responders

PERTS (Project for Education Research That Scales)

San Francisco, CA

Data Analyst

October 2021 – Present

- Analyze data (R) to evaluate impacts of classroom- and school-level interventions on student outcomes
- Communicate results to educators, providing clear steps they can take to improve their classrooms
- Create tools to process data (R) to enhance research team efficiency

American Psychological Association

Washington, DC

Consultant

October 2022 – December 2022

- Contributed a chapter to a research report (later published in *American Psychologist*) regarding how to evaluate outcomes for population mental health science

Northwestern University Feinberg School of Medicine

Chicago, IL

Consultant, Developmental Mechanisms Lab

April 2020 – August 2020

- Conducted analyses (R) for research articles on adolescent self-report validity

Senior Research Coordinator, Developmental Mechanisms Lab

November 2018 – November 2019

- Coordinated recruitment, data collection, and finance for a large grant-funded project
- Contributed to manuscript and grant preparation across a variety of studies
- Managed a team of 14 research assistants

University of Chicago Poverty Lab

Chicago, IL

Research Analyst

November 2019 – July 2020

- Led analyses (R) for outcome evaluations of Chicago-area social service programs

- Assisted in the implementation of a large-scale universal basic income program (Stata)
- Prepared reports and presentations for principal investigators, partners, and funders

Senior Project Associate

December 2017 – November 2018

- Managed the implementation of outcome evaluations of Chicago-area social service programs
- Conducted analyses (R) for outcome evaluations of Chicago-area social service programs
- Managed research assistants in collecting data, conducting literature reviews, and other tasks

Project Associate

May 2016 – December 2017

- Assisted in the implementation of outcome evaluations of Chicago-area social service programs
- Conducted analyses (R) for outcome evaluations of Chicago-area social service programs

University of Michigan

Ann Arbor, MI

Honors Thesis, Department of Sociology

January 2015 – May 2016

- Conducted a qualitative study of issue framing among social movement organizations and legislators

Research Assistant, Department of Sociology

September 2015 – May 2016

- Examined the relationship between welfare receipt and credit using longitudinal survey data (Stata)

Research Assistant, Ross School of Business

May 2015 – August 2015

- Translated code for market share prediction models used by the Ford Motor Company (Stata, SAS)

Research Assistant, Institute for Social Research

October 2014 – May 2015

- Developed a database used to study and the achievement gap and study abroad participation (Stata)

Clinical Experience

Clinical Intervention

Stony Brook University Hospital Adult Inpatient Unit

Stony Brook, NY

Individual Therapist (Adult)

August 2024 – Present

Supervisors: Andrew Deptula, Ph.D.

- Provide evidence-based treatments to adults with severe psychopathology, including acute mood disorders, anxiety disorders, personality disorders, suicidality, and psychosis
- Develop and execute treatment plans integrating Cognitive-Behavioral Therapy (CBT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT), and Cognitive Behavioral Analysis System of Psychotherapy (CBASP) approaches
- Co-lead Dialectical Behavior Therapy (DBT) skills group
- Administer thorough safety and risk assessment (e.g., suicidality)
- Participate in multidisciplinary clinical meetings regarding treatment planning and case management
- Attend weekly supervision with licensed clinical psychologist

Stony Brook University Krasner Psychological Center

Stony Brook, NY

Individual Therapist (Adult)

August 2021 – July 2024

Supervisors: Joanne Davila, Ph.D., Dina Vivian, Ph.D.

- Provide evidence-based mental health treatment for adults of all ages
- Presenting problems include anxiety (GAD, OCD, phobia), chronic and acute depression, interpersonal conflict, chronic stress, and worry
- Develop and execute treatment plans integrating a variety of evidence-based therapies, including Cognitive-Behavioral Therapy (CBT), Exposure and Response Prevention (ERP), Behavioral Activation (BA), Cognitive Behavioral Analysis System of Psychotherapy (CBASP), and more
- Flexibly utilize a variety of cognitive-behavioral techniques as necessary for the client, including exposure and response prevention, cognitive restructuring, situational analysis, and mindfulness exercises
- Conduct rigorous intake interviews and ongoing outcome monitoring using structured and semi-structured tools to assess goals, motivation, and symptomatology
- Administer thorough safety and risk assessment (e.g., suicidality)
- Attend weekly supervision with licensed clinical psychologist, presenting case conceptualizations, treatment updates, and session tape review

- Document sessions weekly and manage billing for each client

Individual Therapist (Child)

August 2021 – July 2024

Supervisors: Jessica Schleider, Ph.D., Daniel O’Leary, Ph.D.

- Provide evidence-based mental health treatment for children, adolescents, and their parents
- Presenting problems include anxiety, depression, disruptive behavior, and oppositionality
- Develop and execute treatment plans integrating a variety of evidence-based therapies, including Cognitive-Behavioral Therapy (CBT), Exposure and Response Prevention (ERP), Parent Management Training (PMT), the “Being Brave” program, and more
- Provide services directly to children (e.g., child-directed CBT), to their parents (e.g., PMT), and to both (e.g., “Being Brave” program) as indicated
- Conduct rigorous intake interviews and ongoing outcome monitoring using child- and parent-reported tools to assess goals, motivation, family functioning, and symptomatology
- Administer thorough safety and risk assessment (e.g., suicidality, child abuse)
- Attend weekly supervision with licensed clinical psychologist, presenting case conceptualizations, treatment updates, and session tape review
- Document sessions weekly and manage billing for each client

Couples Therapist

August 2021 – July 2024

Supervisors: Daniel O’Leary, Ph.D., Dina Vivian, Ph.D.

- Provide evidence-based mental health treatment for couples
- Presenting problems include relationship dissatisfaction, interpersonal conflict, communication problems, lack of trust and intimacy, and infidelity
- Develop and execute treatment plans integrating cognitive, behavioral, emotion-based, and Integrated Behavioral Couples Therapy (IBCT) techniques
- Flexibly utilize techniques including communication training, problem-solving, behavioral activation, and emotion-based strategies fit to the needs of each couple
- Focus on modifying interactions via in-session learning, top-down cognitive processes, and behavioral interventions
- Conduct rigorous intake interviews and ongoing outcome monitoring using structured and semi-structured tools to assess goals, motivation, and interpersonal functioning
- Administer thorough safety and risk assessment (e.g., suicidality, intimate partner violence)
- Attend weekly supervision with licensed clinical psychologist, presenting case conceptualizations, treatment updates, and session tape review
- Document sessions weekly and manage billing for each client

Single Session Support (S3) Center at Stony Brook University Hospital

Stony Brook, NY

Consultation Provider

March 2023 – June 2024

Supervisor: Jessica Schleider, Ph.D.

- Provide brief solution-focused therapy to healthcare workers and trainees
- Implement novel, evidence-based single-session consultation (Sung, J. Y., Bugatti, M., Vivian, D., & Schleider, J. L. (2023). Evaluating a telehealth single-session consultation service for clients on psychotherapy wait-lists. *Practice innovations*.)

National Runaway Safeline

Chicago, IL

Crisis Counselor

April 2018 – March 2020

- Provided crisis intervention via phone and chat to hundreds of youths and adults of diverse backgrounds
- Presenting problems included depression, anxiety, suicidality, trauma, and ongoing abuse
- Utilized brief supportive and problem-solving techniques to help youth in acute crisis
- Facilitated the return of runaway youth to their homes using family-based problem-solving techniques
- Administer thorough safety and risk assessment (e.g., suicidality, child abuse)

Assessment

Stony Brook University Krasner Psychological Center

Clinical Assessor (Adult & Child)

Stony Brook, NY

August 2021 – July 2024

Supervisors: Brady Nelson, Ph.D., Dina Vivian, Ph.D.

- Conduct rigorous psychological and psychoeducational assessment for children and adults
- Referral questions include cognitive and intellectual functioning, academic performance, and psychopathology
- Develop and execute assessment plans integrating evidence-based measures of intellectual ability, academic achievement, and psychopathology
- Administer validated tests assessing intellectual ability (e.g., WAIS, WISC), academic achievement (e.g., WJ), and psychopathology (e.g., MINI, SCID, IDAS-II, CAT-PD)
- Write thorough evaluation reports including client background, assessment methods, results, diagnostic conclusions, and recommendations
- Deliver evaluation reports and respond to client questions and concerns in feedback sessions

Consultation and Evaluation**Stony Brook University**

TRAILS

Stony Brook, NY

August 2024 – Present

- Work with TRAILS, a school-based mental health service provider, to integrate evidence-based single-session interventions into the suite of services offered to students

University of Chicago Poverty Lab

Storycatchers Theatre

Chicago, IL

January 2017 – November 2018

- Design and implement a rigorous impact evaluation of Storycatchers Theatre, a full-time art therapy program for youth recently released from juvenile detention
- Act as the primary point of contact between the University of Chicago and Storycatchers Theatre, responding to partner concerns and working to maintain a collaborative relationship
- Coordinate with Storycatchers Theatre staff on study recruitment
- Conduct program visits to interview program staff, participants, and observe intervention delivery
- Design and execute analyses of the effects of program participation on employment and arrest outcomes

The Dovetail Project

January 2017 – November 2018

- Design and implement a rigorous impact evaluation of The Dovetail Project, a ten-week, once-weekly fatherhood program for predominantly non-residential fathers on Chicago's south and west sides
- Act as the primary point of contact between the University of Chicago and The Dovetail Project, responding to partner concerns and working to maintain a collaborative relationship
- Coordinate with The Dovetail Project staff on study recruitment and data collection
- Create and pilot an in-depth interview to assess participant outcomes
- Conduct program visits to observe intervention delivery
- Design and execute analyses of the effects of program participation on parenting, employment, and arrest outcomes

Intervention Development**Stony Brook University**

Project Body Neutrality

Stony Brook, NY

August 2021 – Present

- Develop a transdiagnostic single-session intervention for body dissatisfaction in adolescents
- Work with intervention scientists to develop a brief, interactive online program for reducing body dissatisfaction, decreasing hopelessness, and increasing body functionality appreciation
- Collaborate on a pilot evaluation study (<https://doi.org/10.1002/eat.23976>) and randomized controlled trial (ongoing)

Clinical Trainings

2024-2025 Didactics Series on Evidence-Based Psychotherapy	2023 – 2024
Krasner Psychological Center, Stony Brook University	
<ul style="list-style-type: none"> Psychosocial interventions in acute care settings; principles of change in the treatment of depressive disorders; addressing Latinx, bilingual, and bicultural care; optimizing change with group treatment modalities; psychopharmacology for psychosis and mood disorders in adults 	
Crisis Prevention Training	2024
Stony Brook University Hospital	
<ul style="list-style-type: none"> Crisis prevention in inpatient hospital units: identifying warning signs, de-escalation techniques 	
Recovery-Oriented Cognitive Therapy for Inpatients and Outpatients	2024
New York City Cognitive Behavior Therapy Association	
<ul style="list-style-type: none"> Recovery-oriented cognitive therapy (CT-R) for individuals with serious mental health conditions 	
2023-2024 Didactics Series on Evidence-Based Psychotherapy	2023 – 2024
Krasner Psychological Center, Stony Brook University	
<ul style="list-style-type: none"> Psychosocial evaluation of medical populations; acceptance and commitment therapy; hierarchical taxonomy of psychopathology; integrative behavioral couple therapy 	
Cognitive Behavioral Analysis System of Psychotherapy	2023
Krasner Psychological Center, Stony Brook University	
<ul style="list-style-type: none"> Etiology and course of chronic depression; treating chronic depression through CBASP 	
2022-2023 Didactics Series on Evidence-Based Psychotherapy	2022 – 2023
Krasner Psychological Center, Stony Brook University	
<ul style="list-style-type: none"> Dialectical behavioral therapy; mindfulness techniques; emotion-focused therapy; motivational interviewing 	
2021-2022 Didactics Series on Evidence-Based Psychotherapy	2021 – 2022
Krasner Psychological Center, Stony Brook University	
<ul style="list-style-type: none"> Anxiety; depression; ADHD; autism 	
Identifying and Reporting Suspected Child Abuse and Maltreatment	2021
Krasner Psychological Center, Stony Brook University	
“Zero Suicide” Training	2021
Zero Suicide Institute	
Mental Health First Aid – Adults	2018
National Council for Behavioral Health	
Trauma Responsive Solution-Focused Crisis Intervention with Youth	2018
National Runaway Safeline	

Published Software

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- An app to **produce visualizations of parental consent laws for adolescent mental health treatment by state**, published as an appendix to Schleider et al., 2024. Code: <https://github.com/isaacahuvia/youth-treatment-access-dashboard> App: <https://www.schleiderlab.org/dashboard.html> (R, R Shiny, html)
 - Code to **produce self-report data quality indices**, published as an online appendix to Bevans, et al. 2020. Code: <https://github.com/isaacahuvia/self-report-achival-indices> (R)
 - An app to **produce statistics and visualizations of census data for Chicago’s 77 community areas**, publicly available and maintained by the University of Chicago Poverty Lab. Code: <https://github.com/Poverty-Lab/ACS-Map-Dashboard> (R, R Shiny, html)
 - Code to **aggregate between overlapping geographic levels** (e.g., Census Tract and ZIP) using **Census Block-level population data**. Code: <https://github.com/Poverty-Lab/ACS-Map-Dashboard>. (R)
 - A software package to **conduct power calculations in a beginner-friendly way**, for internal use by the University of Chicago Poverty Lab. Code: <https://github.com/isaacahuvia/QuickPower> (R)

Technical Skills

- Advanced skills in **R**, **R Markdown** (automated reporting), and **R Shiny** (interactive online applications)
- Proficiency using **Git** and **GitHub** for software publication and version control
- Proficiency using the **Open Science Foundation** framework to register studies and pre-analysis plans
- Additional experience in **Stata**, **SAS**, **SPSS**, **SQL**, **Excel**, **Python**, and **html**