

# Isaac Ahuvia

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## Education

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<b>Stony Brook University</b> Ph.D. Student in Clinical Psychology Faculty Advisor: Jessica Schleider, Ph.D.	2020 – Present
<b>University of Michigan</b> Bachelor of Arts in Sociology Thesis Advisors: Sarah Burgard, Ph.D., Sandra Levitsky, Ph.D.	2012 – 2016

## Research Interests

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Individual beliefs about mental health and illness; the relationship between these beliefs and clinically-relevant outcomes such as symptom severity, treatment expectations, and help-seeking behavior; body dissatisfaction and depression in adolescence; brief, accessible interventions for mental health problems; open science practices.

## Honors and Awards

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<b>Graduate Council Fellowship</b> , Stony Brook University	2020-2025
<b>Departmental Honors</b> , University of Michigan Department of Sociology	2016
<b>Phi Beta Kappa</b> , University of Michigan	2016
<b>James B. Angell Scholar</b> , University of Michigan	2015 – 2016
<b>University Honors</b> , University of Michigan	2013 – 2016

## Publications

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**Ahuvia, I.**, & Schleider J. L. (forthcoming). Single-session Interventions for Children and Adolescents. In Shafraan, R., Bennett, S., Myles-Hooton, P., & Schleider, J. L. (Eds.) *Low Intensity Interventions for Children and Adolescents*. Oxford University Press.

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*, 1-12.

**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 Poverty Lab.

## Research in Progress

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Wakschlag, L., Luby, J., Adam, H., Krogh-Jespersen, S., **Ahuvia, I.**, Burns, J., Jackson, K., Smyser, C., Rogers, C., & Allen, N. (under review). Accelerating Translation from Neurodevelopmental Discovery to Clinical Application: Proof of Concept for a Novel Mental Health Risk Calculator Approach.

Mullarkey, M., Dobias, M., Sung, J., **Ahuvia, I.**, Shumake, J., Beevers, C., & Schleider, J. (under review). A Scalable, Single Session Intervention for Perceived Control over Anxiety During COVID-19.

<https://psyarxiv.com/qp7c2/>

**Ahuvia, I.**, Sung, J., Dobias, M., Nelson, B., Richmond, L., London, B., & Schleider, J. (under review). College Student Interest in Teletherapy and Self-Guided Mental Health Supports During the COVID-19 Pandemic.

<https://psyarxiv.com/8unfx/>

**Ahuvia, I.**, Jans, L., & Schleider, J. (under review). Secondary Effects of Body Dissatisfaction Interventions on Depression: A Meta-Analysis. <https://osf.io/734n8/>

**Ahuvia, I., & Schleider, J.** (in preparation). Investigating Prognostic Pessimism for Depression. <https://osf.io/mu2jr/>

**Ahuvia, I., Mullarkey, M., Sung, J., Fox, K., & Schleider, J.** (in preparation). Personalized Treatment Matching to Online Single-session Interventions for Adolescent Depression. <https://osf.io/athkj>

Dobias, M., **Ahuvia, I., & Schleider, J.** (in preparation). Loss of Mental Health Supports as a Result of the COVID-19 Pandemic. <https://osf.io/m83hz/>

Mirhashem, R., **Ahuvia, I., & Schleider, J.** (in preparation). Examining the Unique and Shared Effects of Subjective and Objective Social Status on Depression Outcomes: A Commonality Analysis. <https://osf.io/kxp6g/>

Cohen, K., & **Ahuvia, I.** (in preparation). Brief School-Based Interventions Targeting Student Mental Health or Wellbeing: A Systematic Review. <https://osf.io/rhqfj/>

Bevans, K., & **Ahuvia, I.** (in preparation). Measuring Child Attentiveness during Self-report: Effective Substitutes for Eye-tracking Data.

Pellecchia, A., Clouston, S., Kritikos, M., **Ahuvia, I.,** Santiago-Michels, S., Carr, M., & Luft, B. (in preparation). Physical and Cognitive Impairment Among World Trade Center Responders.

### **Presentations**

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

**Ahuvia, I., & Bevans, K.** (2019). 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.

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

### **Editorial & Review Experience**

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#### **Ad-Hoc Reviewer**

Journal of Clinical Child & Adolescent Psychology (since 2021)

Journal of Medical Internet Research (since 2021)

#### **Research Experience**

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##### **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 studying beliefs about mental health, interventions for depression in adolescents, body dissatisfaction, and other topics
- Produce manuscripts for the publication of research; when statistical programming is used to produce results, analytic code and data (when possible without breaching confidentiality) are made publicly available
- Create data processing pipelines (R) to facilitate rigorous, transparent research
- Use R to analyze data using a variety of rigorous statistical methods and to produce compelling visualizations

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)**

Fully Remote

Data Analyst

October 2021 – Present

- Analyze data (R) to evaluate impacts of classroom- and school-level interventions on student outcomes, with a goal of achieving equitable outcomes for traditionally disadvantaged students
- Effectively communicate analyses to educators and school stakeholders, providing clear steps they can take to achieve equitable outcomes for their students
- Program automated data processing scripts (R, SQL) to enhance efficiency of research team operations

**Northwestern University Feinberg School of Medicine**

Chicago, IL

Consultant, Developmental Mechanisms Lab

April 2020 – August 2020

- Conducted analysis for, and wrote, research articles to be published based on previous data collection with lab

Senior Research Coordinator, Developmental Mechanisms Lab

November 2018 – November 2019

- Oversaw data collection for 10-year longitudinal study (n = 200) examining (a) the development of disruptive behavior in children and adolescents, and (b) adolescents' capacity to accurately self-report on their own physical and mental health
- Contributed to analysis design and conducted a variety of analyses (R) for articles to be published
- Collected data from study participants, following strict study protocols in the administration of self-report measures and cognitive performance tasks (e.g., Woodcock-Johnson)
- Maintained project finances and ensured adherence to grant budget
- Assisted in grant preparation for large lab-wide NIMH proposals
- Managed a team of 14 interns in data collection and related tasks across all lab projects

**University of Chicago Poverty Lab**

Chicago, IL

Research Analyst

November 2019 – July 2020

- Conducted outcome analyses for randomized controlled trials evaluating the effectiveness of Chicago-area social service programs (R)
- Assisted in implementing a large-scale nationwide evaluation of a universal basic income program by writing code for sampling and randomization (Stata)
- Prepared reports and presentations for principal investigators, partners, and funders

Senior Project Associate

December 2017 – November 2018

- Managed data collection and research implementation for four randomized controlled trials of Chicago-area social service programs
- Collaborated with principal investigators to develop research designs, create surveys and other data collection tools, and publish pre-analysis plans
- Authored project memos and presentations targeting research, policy, and lay audiences
- Built and advanced partnerships with program and government partners
- Managed research assistants in collecting data, conducting literature reviews, and other tasks

Project Associate

May 2016 – December 2017

- Assisted project manager in designing and implementing two randomized controlled trials; independently managed these projects beginning in August 2016
- Managed IRB approvals, grant proposals, and other elements of research and ethics compliance
- Conducted data analysis for power calculations and ad-hoc reports for partners (R)

**University of Michigan**

Ann Arbor, MI

Honors Thesis, Department of Sociology

January 2015 – May 2016

- Independently conducted a study on how social movement organizations' framing of issues responds to legislators' framings, using an analysis of press releases and meeting transcripts
- Reviewed literature, collected and analyzed data (R), and wrote manuscript that received departmental honors

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 discrete choice model used by the Ford Motor Company to predict market share under different conditions (Stata, SAS)

Research Assistant, Institute for Social Research

October 2014 – May 2015

- Developed database of student characteristics and outcomes to examine the link between study abroad programs and the achievement gap in higher education (Stata)

**Clinical Experience**

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**Stony Brook University Krasner Psychological Center**

Stony Brook, NY

Clinical Trainee

August 2021 – Present

- Provide evidence-based treatment for adults and youth experiencing a variety of mental health concerns
- Conduct rigorous psychological assessment for the purpose of diagnosis, academic accommodations, etc.

**National Runaway Safeline**

Chicago, IL

Crisis Counselor

April 2018 – March 2020

- Provide crisis intervention via phone and chat to hundreds of youths and adults of diverse racial, gender, and sexual identities, as well as diverse ages, economic backgrounds, and needs

### Published Software

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- Code to **produce self-report data quality indices**, published as an online appendix to Bevans, et al. 2020. Accessible at <https://github.com/isaacahuvia/self-report-achival-indices/blob/master/Analysis%20Functions.R>. (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. App accessible at <https://povertylab.shinyapps.io/ACS-Map-Dashboard/>. Code accessible at <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**. See <https://github.com/Poverty-Lab/ACS-Map-Dashboard/tree/master/Documentation>. (R)
- A software package to **conduct power calculations in a novice-friendly way**, for internal use by the University of Chicago Poverty Lab. Currently accessible at <https://github.com/isaacahuvia/QuickPower>. (R)

### Technical Skills

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- 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 publish pre-analysis plans
- Proficiency using **Tobii** eye-tracking software and hardware to collect eye-tracking data
- Additional experience in **Stata**, **SAS**, **SPSS**, **SQL**, **Excel**, **Python**, and **html**