**CALEB M. SPIRO**

**CURRICULUM VITAE**

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**RESEARCH INTERESTS**

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As a future child psychologist, I aspire to better characterize how early life adversity contributes to changes in underlying neurobiology and changes in worsening psychopathology. Specifically, I would like to better understand how maladaptive and adaptive responses to adversity contribute towards successful or unsuccessful remission and develop transdiagnostic interventions across mood and psychosis spectrum disorders.

**EDUCATION**

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University of Illinois, Urbana-Champaign (Aug 2023 – present)

Ph.D. Clinical & Community Psychology

Mentor: Karen Rudolph

M.A. Rutgers, New Brunswick, New Jersey (Sep 2020 - May 2022)

*Course Sequence:* Psychology

*Honors Capstone Thesis:* Understanding Youth Psychopathology Through the Lens of RDoC: Trends in Neuroscience

B.A. Pitzer College, Claremont, California (Sep 2017 - May 2020)

*Major:* Psychology.

**HONORS, AWARDS, & SPECIAL ACHIEVEMENTS**

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2020 & 2021 Rutgers University Applied Department Merit Scholarship, $8*,000 Award*

2020Department of Psychological Science Distinguished Award, *Claremont McKenna College*

2020Fellow & Scholar: Monroe Center for Social Inquiry, *Pitzer College*

2019 National Bullying Prevention Award, *PACER's National Bullying Prevention Center*

2018 AmeriCorps Segal Education Award, $*1200 Reward for Outstanding Service, Jumpstart*

2016 Nominated Youth Representative, *Oregon Coalition for Responsible Use of Meds (OrCRM)*

2016 TedX Speaker, TEDxYouth@Portland, *How I Persevered Through Bullying*

**PAPERS PUBLIHED**

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**Spiro, C.M.,** & Economou, P., (2022) The Future of Psychotherapy for Youth. Advanced Journal of Social Science

**PAPERS ACCEPTED**

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Watson, K., Satz, I., **Spiro, C.M.**, Goncalvez, S., Keller, J, Pankow, H., Schatzberg, A. (2023). *Comparing Proteomic Platforms of Severe Depression: A Machine Learning Prediction Model of Changes in Prognosis.* Advanced Journal of Psychiatry.

**Spiro, C.M.**, & Economou, P., (2022) *The Future of Psychotherapy for Youth*. Advanced Journal of Social Science

**BOOK CHAPTERS ACCEPTED**

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Abram, S.V., **Spiro, C.M**., & Ford, J.M., *Thalamic Dysconnectivity Across the Schizophrenia Illness Course and Psychosis Spectrum*, Oxford University Press.

**POSTER PRESENTATIONS**

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**Spiro, C. M.,** & Cook, G. I. **(**2020) *Inducing Proactive and Reactive Control Processes in a Gamified AX-CPT.* AmericanPsychological Association Convention, Washington, DC.

**Spiro, C. M.** & Cook, G. I. **(**2020) *Remembering Future Intention Under Proactive and Reactive Control.* AmericanPsychological Association Convention, Washington, DC.

**Spiro, C. M.** & Cook, G. I. (2020) *Investigating Control Processes in a Time-Based Prospective Memory Task.* Western Psychological Association, San Francisco.

**Spiro, C. M.** (2020) *The Antidepressant Effect of Exercise; Comparing Exercise’s Efficacy to Drugs, Psychotherapy, and Treatment as Usual Conditions.* Psychology Department of Psychology, Pitzer College, Claremont, CA.

**Spiro, C. M.** (2019) *Retrieval Dynamics of College Students using the AX-CPT task: an Assessment of Cognitive Control*. Psychology Department of Psychology, Pitzer College, Claremont, CA.

**Spiro, C. M.,** Biddle, A., Pineda E., & Frost L.(2019) *Baseline Physical Activity and its Effect on Anxiety and School Performance for Preschool Aged Children.* Psychology Department of Psychology, Pitzer College, Claremont, CA.

**Spiro, C. M.,** & Biddle, A.(2019) *A Case Study Analysis of Gender and Mixed Racial Differences in Levels of Physical Activity and Anxiety for Preschool Aged Children.* Department of Psychology, Pitzer College, Claremont, CA.

**Spiro, C. M.** (2018) *An Assessment of Social Media Usage on Mental Health Outcomes Of College Students.* Psychology Department of Pitzer College, Claremont, CA

**RESEARCH LAB EXPERIENCES**

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**Brain Imaging and EEG Lab (BIEEGL)** - University of California, San Fransisco

PI: Dr. Susanna Fryer- susanna.fryer@ucsf.edu

Role: Research Associate II (April 2022 – August 2023)

Focus: Neural biotypes and biomarkers of depression as it relates to suicide risk, resilience, and treatment response

Skills: TMS, fMRI, EEG operation, protocol development, neurobehavioral assessment, subject recruitment, data entry, NDA data preparation, task debugging, stimuli development

**Pediatric Emotion And Resilience Lab (PEARL)** - Stanford University

PI: Dr. Antonio Hardan - [hardanay@stanford.edu](mailto:hardanay@stanford.edu)

Role: Clinical Research Coordinator (Jul 2021- August 2023)

Focus: Neural markers of future psychopathology and medication improvement in youth

Skills: Data entry, database cleanup, NDA upload, IRB submission, redcap modification, blood sample shipment, neurocognitive assessment

**Human Learning and Memory Lab** - Claremont McKenna College

PI: Dr. Gabriel Cook - gcook@cmc.edu

Role: Lead Research Assistant (Sep 2018–May 2020)

Focus: Retrieval dynamics between cognitive control, prospective memory, and implicit biases.

Skills: Debugging task stimuli errors on E-prime, recruiting participants, multi-group testing, managing financial payments, data analysis using SPSS and R, interpreting data, cleaning data for analysis, designing and submitting posters (WPA and APA), training new research assistants

**DATA FOCUSED INITIATIVES DEVELOPED TO AFFECT SOCIAL CHANGE**

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**“Anyone Can Be A Hero”****Anti-Bullying Program** (Sep 2014 - May 2018)

Mentor: Dr. Jim Hanson

Role: Designed a research-based, student-led program that effectively reduced the rates of physical, emotional, and cyber bullying on my high school campus

Focus: Increase bystander intervention rates and lower suicide risk and microaggression usage

Special Recognition: this program was disseminated across to Portland Public schools, as well as across the country. This program has been nationally recognized and received a national bullying prevention award

**CLINICAL EXPERIENCES**

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**Team Leader Crisis Specialist,** NJ Acts For Hope & Healing, Rutgers University (Feb 2021 - Mar 2022)

Hours: 800+

Focus: Adults

Role: Created and presented DBT, CBT, and ACT webinars on the topics of emotional resilience. As team leader, I also supervised and worked a team of doctoral students and assisted in data entry and grant compliance

**Behavior Assistant,** Positive Behavior Supports (PBS) (Sep 2020 - May 2021)

Hours: 300+

Focus: Children, Families

Role: Implemented 1:1 behavior-analytic plans (ABA) to help children with autism s live a higher quality life under the supervision of a BCBA. Provided assessment, graphing, data analysis, and direct service

**7 Cups Listener**, *Pitzer College*, Claremont CA (Jan 2020 - May 2020)

Hours: 50+

Focus: Adults

Role: Provided online, free support to people experiencing emotional distress. Trained in active listening, MI, and principles of DBT and CBT

**Resident Assistant**, *Pitzer College*, Claremont CA (Jan 2019 - May 2020)

Hours: 500+

Focus: Young Adults

Role: Provided on-call coverage for students in crisis and handled situations that impose upon community standards and policy violations. Designed multiple school-wide mental health events in response to trauma and suicide

**AmeriCorps Teacher Assistant at Jumpstart,** Pitzer College (Sep 2017 - May 2018)

Hours: 150+

Focus: Youth

Role: Served as a teacher assistant to help support socio-cognitive- affective development through teaching early language, literacy, social, and initiative skills. Designed school curriculum in Spanish and English around emotional and behavioral issues by teaching mindfulness and emotional intelligence

**Youth Representative**, *Oregon Coalition for Responsible Use of Meds*, Portland OR (May 2016 - May 2017)

Hours: 50+

Focus: Adolescents, Youth

Role: Strategically planned statewide legislative preventative action of the abuse amphetamines, benzodiazepines, and opioids, both prescription and illicit, among Oregonians. Identified and prioritized top issues affecting youth among key stakeholders from state agencies, health care, education, substance abuse agencies, and legislative representatives

**Trauma Interventionist,** *Trauma Intervention Program*, Portland OR (Apr 2016 - Mar 2017)

Hours: 100+

Focus: Adolescents, Youth

Role: Served as a liaison for youth and adolescents following recent traumatic events. Provided direct emotional support for victims of: death, violent crime, rape, assault, car accidents, school shootings, natural disasters, and suicide

**Youthline** **Crisis Line Worker,** *Lines for Life*, Portland OR (Jun 2015 - May 2017)

Hours: 300+

Focus: Adolescents, Youth

Role: Provided crisis support and referrals through phone, text, chat, and email. Crises included a wide array of mental health issues: suicide, self-harm, drug abuse, homelessness, abuse, PTSD, first-onset psychopathology

**Summer Intern**, *Habitat For Humanity*, Portland OR (Jun 2016-Aug 2016):

Hours: 400+

Focus: Adults, Families

Role: Helped families build and improve places to call home. Implemented affordable housing and work-equity practices to help hard-working families create stable communities to live in

**TEACHING EXPERIENCES**

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**NeURO Fellowship**, Stanford University (Jul 2021 - Jan 2022):

Hours: 30+

Focus: Young Adults

Role: Helped undergraduate understand conceptual topics in neuroscience, how to conduct empirical research within medical databases, and synthesize information towards poster submission

**Diversity and Inclusion Mentorship Program,** Rutgers University **(**Oct 2020- Oct 2021)

Hours: 50+

Focus: Young Adults

Role: Mentored undergraduate students at Rutgers University who are pursuing careers in psychology with their applications to graduate school and research assistant positions. Helped three students get into graduate school

**Academic Tutor,** Scripps College (Sep 2019 - May 2020)

Hours: 50+

Focus: Young Adults

Role: Taught psychology course content to undergraduate students. Specialized in physiological psychology

**Peer Health Educator,** *Planned Parenthood,* Portland OR (Sep 2014 - May 2016)

Hours: 250+

Focus: Adolescents

Role: Helped organize, implement, and teach educational programs for the Portland high school students related to sex education, safe sex practices, contraception, consent, healthy relationships, and other health-related issues

**ADDITIONAL SKILLSETS**

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Freesurfer, SPSS, Spanish, MRI, TMS, and EEG acquisition