

CURRICULUM VITAE

PERSONAL INFORMATION

Full Name: Geoffrey David Goodman
Date of Birth: February 27, 1961
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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-present)
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, *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)

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 (part-time) (1/02-present)

Member, Institutional Review Board Committee, Long Island University (9/01-present)

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

Chair or Member, 22 Dissertation Committees, Clinical Psychology Doctoral Program,
Long Island University (1/01-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-present), Westchester County Dept. of Health (part-time) (2/01-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)

Candidate, Adult and Child Psychoanalytic Training Programs, New York Freudian Society and Psychoanalytic Institute (9/98-present)

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

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

National Register of Health Service Providers in Psychology, Registrant Number 50098 (8/01-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; theoretical, philosophical, political, moral, and religious issues in clinical and developmental psychology.

GRANTS AWARDED

PRINCIPAL INVESTIGATOR: “Countertransference, Process, and Outcome in Psychodynamic Child Therapy.” Videos of 33 psychotherapy sessions with a single child patient are being analyzed 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 analyze the process elements present in that therapy session. The child’s symptoms were also tracked with the Child Behavior Checklist for Ages 6-18 (CBCL/6-18) completed by the child’s guardian prior to the first session, approximately every subsequent eight sessions, and four months after termination. Two teams of two trained independent raters coded the 33 videotaped sessions using the CPQ. 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. This study will test three hypotheses: (1) The magnitude of discrepancies between the therapist's and the independent coders' CPQ Q-sorts will positively correlate with three CTQ factors, "Helpless/Inadequate," "Overwhelmed/Disorganized," and "Hostile/Mistreated." (2) Certain countertransference factors reported by the therapist will correlate with certain factors derived from the independent coders' CPQ ratings; specifically, the CTQ factor "Helpless/Inadequate" will correlate with a CPQ factor reflecting a "Reserved Therapist"; the CTQ factor "Parental/Protective" will correlate with a CPQ factor of "Active Therapist"; and the CTQ factor "Hostile/Mistreated" will correlate with a CPQ factor of "Frustrated Interaction." (3) The CPQ discrepancy scores, CPQ factors, and CTQ factors will predict the growth curve of the patient's CBCL Externalizing, Internalizing, and Total Problems scores. These study aims are being achieved by analyzing the CPQ data and the CTQ data using factor analyses and using a growth-curve analysis to determine how a patient's symptoms change as a function of psychotherapy process and therapist countertransference. 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 an extramural grant

from the American Psychoanalytic Association (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 each of three prototypical Q-sorts, which will yield three adherence correlations associated with each session—a Transference-Focused Psychotherapy (TFP; Clarkin, Yeomans, & Kernberg, 1999) adherence correlation, a Mentalization Based Therapy (MBT; Bateman & Fonagy, 2004) 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 three 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 (1993-94, 1994-95).

PUBLICATIONS AND PAPER PRESENTATIONS

Articles published:

Goodman, G. (in press). The impact of parent, child, and therapist mental representations on attachment-based intervention with prepubertal children. *Clinical Social Work Journal*.

- Goodman, G. (in press). Representations of God uncovered in a spirituality group of borderline inpatients. In M. T. Evans & E. D. Walker (Eds.), *Religion and Psychology*. New York: Nova Science.
- Goodman, G., Aber, J. L., & Brooks-Gunn, J. (in press). Predictors of representational aggression in preschool children of urban African-American adolescent mothers. *Infant Mental Health Journal*.
- Goodman, G., Stroh, M., & Valdez, A. (in press). Children's depression as a correlate of representations of attachment disorganization in prepubertal psychiatric inpatients. In *Aggressive Behavior*. New York: Nova Science.
- 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., 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. (2002). *The internal world and attachment*. Hillsdale, NJ: The Analytic Press.

Books accepted for publication:

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

Articles submitted for publication:

- Goodman, G. *The evolution of the construct of psychological mindedness: A victim of natural selection?*
- Goodman, G. *It's not just for yoga anymore: A psychoanalytic view of mindfulness as an effective ingredient of therapeutic change.*

Articles in preparation:

Cox, S. M., Hans, S. L., & Goodman, G. *Attachment patterns and prenatal cerebral hemorrhage.*

Goodman, G., Hull, J. W., Clarkin, J. F., & Yeomans, F. E. *Examining the factor structure of paranoid features among borderline inpatients.*

Goodman, G., Hull, J. W., Clarkin, J. F., & Yeomans, F. E. *Childhood antisocial behaviors as modifiers of treatment response among borderline inpatients.*

Goodman, G., Hull, J. W., Clarkin, J. F., & Yeomans, F. E. *Paranoid features as modifiers of treatment response among borderline inpatients.*

Goodman, G., & Moon, M. *Do maternal internal working models of the attachment relationship to the child predict internal working models in middle adulthood? A lifespan developmental perspective.*

Goodman, G., & Moon, M. *The relations between mothers' representations of their attachment relationships to their children and object representations in a sample of low and middle-income Caucasian mothers.*

Papers presented:

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. 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

School-Based Play Therapy Training Workshop, conducted by Athena A. Drewes, Psy.D., at 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., at Long Island University, Brooklyn, NY, May 30-31, June 1, July 19, 2006

Mentalisation Based Therapy Workshop (official training for conducting Mentalisation Based Therapy), conducted by Anthony Bateman, M.D., and Peter Fonagy, Ph.D., at 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., at 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., at 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., at 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., at the University of Minnesota, Minneapolis, June 26-30, 1989.

TEACHING AND VOLUNTEER EXPERIENCE

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

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

Volunteer, 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-present)

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

Psychotherapist (outpt. 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; outpt. child psychotherapy), Developmental Evaluation Clinic, Northwestern Memorial Hospital, Chicago (9/87-8/88)

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

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

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

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

Mental Health Worker (inpt. 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

Society for Psychotherapy Research (4/09-present)
 International Psychoanalytic Studies Organization (2/09-present)
 Confederation of Independent Psychoanalytic Societies (4/08-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

Marble Collegiate Church (6/02-present)
 Independent Providers Coalition of Westchester (1/01-present)
 New York State Psychological Association (11/99-present)

AWARDS AND HONORS

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)
 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

July 16, 2009