

## CURRICULUM VITAE

# Sarah E.O. Schwartz

Psychology Department  
University of Massachusetts, Boston  
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## EDUCATION

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- 2008-present      **University of Massachusetts, Boston**  
Doctoral candidate, Clinical Psychology  
M.A. received December 2009
- 2004-2005      **Harvard Graduate School of Education**, Cambridge, MA  
Ed.M., Teacher Education Program
- 2000-2004      **Brown University**, Providence, RI  
B.A., Psychology, *magna cum laude*  
**Universidad de San Francisco de Quito**, Quito, Ecuador  
Semester abroad while enrolled at Brown

## ACADEMIC AND PROFESSIONAL DISTINCTIONS

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- Maxwell J. Schleifer Memorial Prize, University of Massachusetts Boston, 2010  
Applied Social Issues Internship, Society for the Psychological Study of Social Issues, 2008  
Phi Beta Kappa, Brown University, 2004  
Starr Fellowship, Swearer Center for Public Service, Brown University, 2002

## RESEARCH EXPERIENCE

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- 2008-present      **University of Massachusetts, Boston, Department of Psychology**  
*Research Fellow*  
*Supervisor: Jean E. Rhodes, Ph.D.*
- Designing and implementing quantitative and qualitative studies of youth intervention and prevention programs
  - Writing and editing theoretical and empirical papers on youth mentoring
  - Supervising and training research assistants
- 2007-2008      **McLean Hospital, Program in Education, Afterschool and Resiliency**  
*Senior Clinical Research Assistant*  
*Supervisor: Gil G. Noam, Ph.D.*
- Coordinated assessment, evaluation, and research for RALLY (a program at the Curley Middle School integrating mental health and educational support)
  - Wrote and edited theoretical and empirical papers on youth afterschool programming
  - Conducted site visits, interviews, and research observations

## CLINICAL AND OUTREACH EXPERIENCE

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- 2010-present **Massachusetts General Hospital, Chelsea Health Care Center**  
*Psychotherapist Trainee*  
*Clinical Supervisors: Tamara Leaf, Psy.D., Chris Lenk, Psy.D.*  
*Testing Supervisor: Nancy Lundy, Ph.D.*
- Providing individual psychotherapy to children, adolescents, and adults
  - Conducting intake interviews for emergency walk-in service
  - Participating in individual supervision, team meetings, and seminars
  - Administering, coding, and writing neuropsychological testing reports
- 2009-10, 2011-present **The Counseling Center, University of Massachusetts, Boston**  
*Peer Support (2011-present)*  
*Psychotherapist Trainee (2009-2010)*  
*Supervisors: Lissa Dutra, Ph.D., and Melissa Rideout, Ph.D.*
- Provide monthly group supervision to eight first-year clinicians
  - Attend monthly supervision for facilitating group
  - Provided individual psychotherapy to adolescent and adult students at an urban university
  - Participated in weekly individual and group supervision sessions and case conferences
- 2009 **Body Image Workshop, University of Massachusetts, Boston**  
*Facilitator*  
*Supervisor: Deborah Cohen, L.I.C.S.W.*
- Organized a workshop on body image with an emphasis on cultural influences
  - Collaborated with relevant campus organizations and academic departments
  - Recruited undergraduate and graduate student participants

## TEACHING AND RELEVANT WORK EXPERIENCE

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- 2011-present **University of Massachusetts, Boston, Department of Psychology**  
*Lecturer*
- Taught and designed curriculum for undergraduate class in Adolescence
- 2006-2007 **Mildred Avenue Middle School, Mattapan, MA**  
*Teacher*
- Taught 6<sup>th</sup>-8<sup>th</sup> grade English as a Second Language (ESL) and Civics classes to Haitian-Creole and Spanish-speaking youth using culturally-relevant curriculum
- 2005-2006 **School for Democracy and Leadership, Brooklyn, NY**  
*Teacher*
- Taught and designed curriculum for 10<sup>th</sup> grade English Language Arts class, Law and Media elective, and 10<sup>th</sup> grade Advisory
  - Facilitated Youth Activism afterschool program; projects included participatory action research project (with \$3,500 grant) and organizing community forums
- 2004-2005 **English High School, Boston, MA**  
*Teacher Intern and Substitute Teacher*
- Taught 9<sup>th</sup> grade English Language Arts class as a student teacher

- Taught 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade English as a Second Language class as a long-term substitute teacher

2003-2004

**The Met High School, Providence, RI***Family and Community Involvement Intern*

- Coordinated community organizations working within the school
- Researched and participated in regular meetings about community schools
- Created a tutoring program between Brown University students and the Met High School students

2001-2003

**The Swearer Center for Public Service, Providence, RI***Program Coordinator and Teacher*

- Coordinated English language classes for adult immigrants; managed testing and documentation of learners; recruited and trained teachers
- Taught beginner English class to adult immigrants

**ASSESSMENT TRAINING**


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Beck Depression Inventories	Rorschach Inkblot Method (RIM)
Conner's Rating Scales – Revised (CRS-R)	Wechsler Adult Intelligence Scale (WAIS-III)
Delis-Kaplan Executive Function System (D-KEFS)	Wechsler Individual Achievement Test (WIAT-III)
Minnesota Multiphasic Personality Inventory-2	Wechsler Intelligence Scale for Children (WISC-IV)
NEO Personality Inventory	Wechsler Memory Scale (WMS-III)
Personality Assessment Inventory (PAI)	Wide Range Assessment of Memory and Learning (WRAML-2)
Rey-Osterreith Complex Figure	

**PEER-REVIEWED PUBLICATIONS**

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- Grossman, J., Chan, C., **Schwartz, S.**, & Rhodes, J. (in press). The test of time in school-based mentoring: The role of relationship duration and re-matching on academic outcomes. *American Journal of Community Psychology*.
- Rhodes, J., Lowe, S., & **Schwartz, S.** (2011). Youth Mentoring. In B. Brown & M. Prinstein (Eds), *The Encyclopedia of Adolescence*. Elsevier.
- Schwartz, S.**, Rhodes, J., Chan, C., & Herrera, C. (2011). The impact of school-based mentoring on youth with different relational profiles. *Developmental Psychology*, 47, 450-462.
- Schwartz, S.** & Petersen, S. (2008). A new developmentalist role: Connecting youth development, mental health, and education. *New Directions for Youth Development*, 120, 57-78.
- Davidson, A. **Schwartz, S.**, & Noam, G. (2008). Creating youth leaders: Community supports. *New Directions for Youth Development*, 120, 127-138.
- Malti, T., **Schwartz, S.**, Liu, C., & Noam, G. (2008). Program evaluation: Relationships as key to student development. *New Directions for Youth Development*, 120, 151-178.

**REPORTS**

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- Hussar, K., **Schwartz, S.**, Boiselle, E. & Noam, G. (2008). Toward a systematic evidence-base for science in after-school: The role of assessment. Commissioned by the Noyce Foundation. Available at [www.noycefdn.org](http://www.noycefdn.org).

**Schwartz, S.,** Bevan, B., Larson, J. & Noam, G. (2007). Summer science learning for children and youth. Commissioned by the Erwin Marion Kauffman Foundation.

**Schwartz, S. & Noam, G.** (2007). Informal science learning in afterschool settings: An ideal fit? Commissioned by the National Academy of Sciences.

## **POSTERS AND PRESENTATIONS**

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**Schwartz, S.,** Spencer, R., Kanchewa, S., & Rhodes, J. (2011, October). Youth initiated mentoring: The Influence of a new model of mentoring on program outcomes in the National Guard Youth ChalleNGe Program. Poster to be presented at the Conference on Emerging Adulthood, Providence, RI.

**Schwartz, S., & Chan, C., & Rhodes, J.** (2010, August). Previous relationship experience as a moderator of mentoring impacts. Poster presented at the American Psychological Association annual meeting, San Diego, CA.

**Schwartz, S.,** Suyemoto, K. L., & Kearns, J. C. (2010, August). Youth development outcomes in a youth community-organizing program. Poster presented at the American Psychological Association annual meeting, San Diego, CA.

**Schwartz, S.,** Suyemoto, K., Gelbtuch, G. (2010, January). The development of community engagement and empowerment in a youth community-organizing program. Poster presented at the Chicago School of Professional Psychology Cultural Impact Conference, Chicago, IL.

Chan, C., Lowe, S., **Schwartz, S.,** Dillon, C., & Rhodes, J. (2009, October) Community engagement in emerging adulthood: demographic variation, correlates, and processes. Poster presented at the 4<sup>th</sup> Conference on Emerging Adulthood, Atlanta, GA.

Gray, S., **Schwartz, S., & Eisenhower, A.** (2009, August). Effects of parent cognitions on treatment engagement. Poster presented at the American Psychological Association annual meeting, Toronto, Canada.

Lowe, S., **Schwartz, S.,** Chan, C., Zwiebach, L., & Rhodes, J. (2009, June). Predicting adverse health outcomes of vulnerable adults after Hurricane Katrina. Poster presented at the Biennial Conference of the Society for Community Research in Action (SCRA), New Brunswick, NJ.

Chan, C., Lowe, S., Zwiebach, L., **Schwartz, S., & Rhodes, J.** (2009, June). Gender differences in mentoring relationships: A school-based longitudinal study. Poster presented at the Biennial Conference of the Society for Community Research in Action (SCRA), New Brunswick, NJ.

**Schwartz, S.,** Sinclair, K., & Noam, G. (2008, July). Creating effective learning environments: How to choose the right math and literacy curriculum for your program. Presentation for the 21st Century Community Learning Centers Summer Institute, Dallas, TX.

## **PROFESSIONAL SERVICE**

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### **Ad-hoc Reviewer**

- American Journal of Community Psychology

- Youth & Society

**Clinical Psychology Diversity Committee, University of Massachusetts Boston**

*Co-chair, 2009-2010*

*Member, 2008-2011*

- Organized and facilitated meetings exploring issues of diversity and creating initiatives to engage the community both within the clinical program and within the broader psychology community
- Coordinated Building Alliances Community Discussion addressing issues of privilege and oppression

**Clinical Graduate Students Association, University of Massachusetts Boston**

*Member, 2008-present*

- Participate in monthly meetings addressing program-related events and concerns
- Coordinated faculty research presentations for Admissions Day

**SKILLS**

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**Computer:** Proficient in Microsoft Word, Excel, Powerpoint, SPSS, AMOS, NVivo, MPlus, and Stata.

**Language:** Proficient in Spanish.