

Farah I. Harb
Curriculum Vitae
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EDUCATION

University of Wisconsin—Milwaukee

Milwaukee, WI

Expected Graduation: May 2027

Clinical Psychology Doctoral Student

APA-Accredited

APCS member

Advisor: Christine L. Larson, Ph.D.

Loyola University Chicago

Chicago, IL

May 2021

Bachelor of Science in Psychology, Summa Cum Laude

Bachelor of Arts in Spanish, Summa Cum Laude

Minor in Neuroscience

Honors Thesis: *The impact of immigrant mental health on child primary, secondary, and disengagement coping, as mediated by maternal affect*

Advisor: Catherine DeCarlo-Santiago, Ph.D.

St. Louis University Madrid Campus

Madrid, Spain

Study Abroad: Spring 2020

AWARDS

- Association for Behavioral and Cognitive Therapies (ABCT) Poster Award Winner 2022
- Chancellor's Graduate Student Award, UW—Milwaukee 2021—2024
- American Psychological Association (APA) Award Winner 2020, 2021
- Midwestern Psychological Association (MPA) Award Winner 2021
- Outstanding Undergraduate Researcher Award, Loyola University Chicago 2021
- Presidential Merit Scholarship, Loyola University Chicago 2017—2021
- Alvin and Ann Baum Scholarship, Baum Family Fund 2020—2021

HONORS

- National Science Foundation, Honorable Mention 2023
- Psychology Honors Program, Loyola University Chicago 2020, 2021
- Maroon and Gold Society, Loyola University Chicago 2020, 2021
- Gannon Scholar, Gannon Center for Women and Leadership 2017-2021
- Dean's List Honoree 2017-2021
- President's Volunteer Service Award, U.S. White House 2018
- Psi Chi International Honor Society, Loyola University Chicago 2017

RESEARCH FUNDING & FELLOWSHIPS

- Advanced Opportunities Program Graduate Fellowship (\$18,000) 2022—2023
- Social Justice Undergraduate Research Fellowship (\$2,000 each year) 2019—2021
- Carroll and Adelaide Johnson Undergraduate Fellowship (\$4,000 total) 2019—2021

RESEARCH EXPERIENCE

Graduate Student Researcher

August 2022—present

Affective Neuroscience Lab and Milwaukee Trauma Outcomes Project (MTOPO)

Supervisor: Christine L. Larson, Ph.D.

- Examine the role of early life stress, such as childhood maltreatment, on neurobiological and psychopathological outcomes after trauma in adulthood
- Investigate how systemic injustices (racial and ethnic discrimination, police brutality) are associated with recovery post-trauma, including post-traumatic stress disorder (PTSD) symptoms and emotional/physical quality of life
- Collect neuroimaging, behavioral, psychophysical, and self-reported data from youth and caregivers to examine pediatric vulnerability to PTSD following assaultive trauma in a longitudinal study
- Complete survey questionnaires and review Magnetic Resonance Imaging (MRI) tasks with participants
- Gather literature on PTSD, suicidality and depression in diverse communities
- Mentor undergraduate and post-bacc researcher assistants
- Collaborate with PIs, postdocs, and graduate students across several institutions

Research Assistant

Children Adapting to Stress and Adversity Lab

2018—2021

Supervisor: Catherine DeCarlo Santiago, Ph.D.

- Translated and edited consent forms, questionnaires, interview questions and assessments from English into Arabic for a study evaluating a school-based intervention program aimed at helping refugee and immigrant children cope in a new setting
- Prepared documents for IRB submission and modified protocol to include online interviews due to COVID-19
- Collected consent from student and parents at baseline by explaining purpose of the school intervention program, confidentiality, compensation and voluntary participation
- Gathered parent and student survey data across multiple Chicago public schools
- Interviewed Arabic-speaking student and parent participants to collect feedback after implementation of program and family adjustment due to COVID-19 stay-at-home orders; offer further resources if needed
- Listened to the audio-recorded interviews and obtain quotes and initial trends in messages to categorize people's experiences with the program, language barriers, and coping with the pandemic
- Reviewed the transcripts of recorded interviews with Arabic-speaking participants to ensure accuracy of transcription

- Coded observational interaction tasks between Spanish-speaking Latino family members using the Family Interaction Macro-Coding System (FIMS) after comprehensive training
- Coded open-ended, qualitative survey responses from teachers and service providers working with refugee and immigrant children who received a professional development training
- Developed and independent research project examining the impact of income level, economic stress, and partner status on the mental health of Mexican-origin immigrant mothers

Research Assistant

Body Image and Eating Behaviors Lab

2020—2021

Supervisor: Sylvia Herbozo, Ph.D.

- Conducted phone screenings to assess eligibility for a study examining the needs and barriers of Latinx undergraduate students interested in clinical psychology
- Enrolled participants and manage study database
- Modified phone script and screening form into an online document due to modifying the study to a virtual format due to COVID-19
- Received extensive training in eating disorder assessment based
- Conducted phone screenings to assess eligibility for a randomized controlled trial examining an obesity intervention
- Attended weekly meetings to discuss articles, lab responsibilities, and study progress

Research Intern

Children's Research Triangle

May—August 2019

Supervisor: Anne Wells, Ph.D.

- Scored various self-report scales, such as the Beck's Youth Inventories, the Children's Behavior Checklist, and the Conner's Comprehensive Behavior Ratings Scale
- Used SPSS to enter demographic and family history data collected to predict the likelihood of women to abuse drugs while pregnant and offer further intervention if risk is presented, using the 4PsPlus screening tool
- Created an SPSS database to enter participant data from a mental health workshop designed to educate the public on risk factors and presented symptoms
- Navigated Glostream, an electronic medical records database, in order to find client data such as age, caseworker, and DCFS identity number, to locate consent forms for therapy and contact case manager
- Constructed measure reports using Excel to enter baseline and exit assessments scores to evaluate client progress through therapy
- Extracted personal identifying information from psychological reports outlining family history, foster experience with trauma, diagnostic tests, medications, treatments, and interviews with clients and families; provided this information to case managers
- Called caregivers and asked survey questions to monitor progress of child behavior, attention, and school performance; followed-up regarding psychologists' recommendations at baseline intake session

Research Assistant**Activity Matters Lab**

January—July 2018

Supervisor: Amy Bohnert. Ph.D.

- Prepared EEG caps to examine participants' neurological and behavioral responses to different foods to better understand eating behaviors; scanned peaks and changes in brain waves
- Entered survey data into SPSS for Girls in the Game project, which evaluated the effectiveness of an after-school program directed at improving young women's health, community connection, and confidence
- Engaged in weekly lab meeting discussions of research studies regarding obesity and health in youth

PUBLICATIONS

Harb, F., Bird, C.M., Webb, E.K., Torres, L., deRoon-Cassini, T.A., & Larson, C. L., (2023) Experiencing racial discrimination increases vulnerability to PTSD after trauma via peritraumatic dissociation. *European Journal of Psychotraumatology*, 14(2), Article 2211486. 10.1080/20008066.2023.2211486

Geier, T.J., Timmer-Murillo, S., Brandolino, A., Pina, I., **Harb, F.,** & deRoon-Cassini, T.A (2023). History of racial discrimination by police contributes to worse physical and emotional quality of life in Black Americans after Traumatic Injury. *Journal of Racial and Ethnic Health Disparities*. 1–9. Advance online publication. <https://doi.org/10.1007/s40615-023-01649-8>

Medina, A., Tan, L., **Harb, F.,** Elahi, S., Ardila, M.A., Mis, K., Zarzour, H., Husna, A., Aldos, S., Aldakkak, E., Miller, E., Toussaint, R, F., Sosa, S., Bustos, Y., Jolie, S., & Santiago, C.D., (2020). The right to equitable education for refugee and immigrant youth during COVID-19. *Children's Legal Rights Journal*.

MANUSCRIPTS UNDER REVIEW

Torres, L., Kohlbeck, S., **Harb, F.,** Pachicano, J., Schramm, A.T., & Edwards, L.M. (2022). Ethnic discrimination and suicidal ideation among Latinx women. *The American Journal of Orthopsychiatry*.

Liuzzi, M.T.*, **Harb, F.***, Petranu, K., Huggins, A.A., Webb, E.K., Fitzgerald, J.M., Krukowski, J.L., Miskovich, T.A., deRoon-Cassini, T.A., Larson, C.L The dichotomy of threat and deprivation as subtypes of childhood maltreatment: Differential functional connectivity patterns of threat and reward circuits in an adult trauma sample. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*.

* indicates joint first authorship

MANUSCRIPTS UNDER PREPARATION

Harb, F.*, Liuzzi, M.* & Larson, C.L. Amygdala connectivity mediates the relationship between childhood threat and posttraumatic and anxiety symptoms in an adult trauma sample.

* indicates joint first authorship

Harb, F., Gonzalez-Van Wart, A., & Larson, C.L. Childhood trauma predicts sleep, emotional regulation, and posttraumatic symptoms in the acute aftermath of a traumatic injury.

Petranu, K. J.*, Webb, E.K*., **Harb, F.**, & Larson, C. L. Acute post trauma BNST and PCC resting state functional connectivity predicts future PTSD symptomatology.

*indicates joint first authorship

PRESENTATIONS

Liuzzi, M.T., **Harb, F.**, deRoon-Cassini, T., Larson, C.L. (2023) *Experiences of childhood threat and anxiety symptoms: The mediating effect of resting state amygdala connectivity in traumatically injured adults*. Poster presented at the Neurocognitive Therapies and Translational Research (NTTR) special interest group at the 57th annual convention of the Association for Behavioral and Cognitive Therapies (ABCT), Seattle, WA.

Harb, F., Liuzzi M., deRoon-Cassini, T.A., & Larson, C.L. (2023). *Childhood Maltreatment and Anxiety Symptoms: The Mediating Effect of Resting State Amygdala Connectivity in Traumatically Injured Adults*. International Society for Traumatic Stress Studies (ISTSS). Los Angeles, CA.

Liuzzi, M.T., **Harb, F.**, Petranu, K., deRoon-Cassini, T., Larson, C.L. (2023) *Childhood Maltreatment (threat and deprivation) and Threat- and Reward-Related Neural Connectivity in Traumatically Injured Adults*. Poster to be presented at the 39th annual meeting of the International Society for Traumatic Stress Studies (ISTSS), Los Angeles, CA.

Gonzalez-Van Wart, A.E., **Harb, F.**, deRoon-Cassini, T.A., & Larson, C.L (2023). *Childhood Maltreatment and PTSD Symptom Severity: The Mediating Effects of Emotion Regulation in Adult Trauma Survivors*. Anxiety & Depression Association of America (ADAA), Washington, D.C.

Albertina, F., Fitzgerald, J., **Harb, F.**, Hillard, C., deRoon-Cassini, T.A., & Larson, C.L (2023). *Circulating Endocannabinoids (AEA) and Amygdala to Whole Brain Connectivity*. Society of Biological Psychiatry (SOBP), San Diego, CA.

Harb, F., Gonzalez-Van Wart, A.E., deRoon-Cassini, T.A., & Larson, C.L (2023). *The Mechanistic Role of Sleep: The Relationship Between Childhood Maltreatment and PTSD Symptoms in an Adult Acute Trauma Sample*. Society of Biological Psychiatry (SOBP), San Diego, CA.

- Harb, F.,** Liuzzi, M.T., Petranu, K., & Larson, C.L. (2023). *Childhood Emotional Neglect on Reward-Related Neural Connectivity in Adult Survivors of Trauma*. Society of Biological Psychiatry (SOBP), San Diego, CA.
- Liuzzi, M.T., **Harb, F.,** Petranu, K., Larson, C.L. (2023) *Childhood Emotional Neglect on Nucleus Accumbens Connectivity in Adult Survivors of Trauma*. Association for Clinical and Translational Science (ACTS), Washington, D.C.
- *Harb, F.,** Bird, C.M., Webb, E.K., Torres, L., deRoon-Cassini, T., & Larson, C.L (2022). *The Role of Peritraumatic Dissociation in the Impact of Racial Discrimination on PTSD Development*. Association for Behavioral and Cognitive Therapies, 56th Annual Convention, New York City, NY.
***Poster granted second place award**
- Gonzalez-Van Wart, A., **Harb, F.,** Bird, C. M., Webb, E. K., Schramm, A. T., Torres, L., Larson, C., & deRoon-Cassini, T. A. (2022). *Perceived Discrimination and PTSD Symptoms: Moderating Effects of Self-Efficacy*. International Society for Traumatic Stress Studies 38th Annual Convention, Atlanta, GA.
- Harb, F.,** Bustos, Y., & Santiago, C.D. (2021). *How does mental health influence immigrant mothers' affect and child coping?* American Psychological Convention, August 2021, San Diego, CA.
- Harb, F.,** Bustos, Y., & Santiago, C.D. (2021). *The longitudinal effects of maternal mental health on child coping*. Loyola University Chicago Undergraduate Research Symposium, Virtual.
- Harb, F.,** Bustos, Y., & Santiago, C.D. (2021). *Does negative affect mediate the association between maternal depression and child coping?* National Council on Undergraduate Research, Virtual.
- Harb, F.,** Bustos, Y., & Santiago, C.D. (2021). *The role of observed maternal warmth in mediating the impact of immigrant mothers' depression and anxiety on child coping*. Midwestern Psychological Association, Virtual. Poster award winner.
- Harb, F. & Lehmann, S.** (2021). *Race-related aspects of mental health*. Gannon Scholars Leadership Program, Chicago, IL.
- Medina, A., Tan, L., **Harb, F.,** & Elahi, S. (2020). *The right to equitable education for refugee and immigrant youth during COVID-19*. Center for the Human Rights of Children, Virtual.
- Harb, F. & Almanza, A.** (2020). *Our identities: Our lens for social justice advocacy*. Gannon Scholars Leadership Program, Chicago, IL.

Harb, F., Bustos, Y., & Santiago, C.D. (2020). *Examining the impact of income level, partner status and economic stress on the mental health of Mexican-origin immigrant mothers.* American Psychological Association Convention, Virtual. Poster award winner.

Harb, F., Bustos, Y., Jolie, S., & Santiago, C. D. (2019). *Examining the impact of partner status and income level on the mental health of Mexican-origin immigrant mothers.* Coalition of Immigrant Mental Health, Chicago, IL.

Harb, F. & Ohlms, M. (2019). *Faith, feminism, and encountering worldviews.* Gannon Scholars Leadership Program, Chicago, IL.

Harb, F. (2019). *Examining the impact of partner status and income level on the mental health of Mexican-origin immigrant mothers.* Loyola University Chicago Undergraduate Research Symposium, Chicago, IL.

Harb, F. & Martini, R. (2018). *Feminism in the Middle East.* Gannon Scholars Leadership Program. Chicago, IL.

PROFESSIONAL CONFERENCES AND TRAINING OPPORTUNITIES

Plasticity of Emotional Well-Being Network Workshop at the Center for Healthy Minds at the University of Wisconsin-Madison (June 2023)

Addressing Suicidal Behavior: Strategies for Assessment, Crisis Intervention, and Treatment Workshop by Dr. Michelle Cornette from SAMHSA (March 2023)

National Institute of Health (NIH) Neurocognitive Mechanisms of Structural Racism (May 2022)

PROFESSIONAL SERVICES

Ad hoc reviewer:

- The Journal of Translational Psychiatry
- Biological Psychiatry: Global and Open Science

CLINICAL EXPERIENCE

Co-leader

January 2023—present

Program for the Education and Enrichment of Relational Skills (PEERS)

- Co-lead a telehealth social skills intervention group for high school youth with autism
- Facilitate large and small group discussions with children
- Review homework assignments and preview lesson plan one-on-one with client and a caregiver
- Serve as the technical support during sessions

TEACHING EXPERIENCE***Teaching Assistant******(PSYCH 325—Research Methods)*****University of Wisconsin—Milwaukee**

August 2021—May 2022

- Graded students research papers and discussion posts
- Facilitated discussion among students on weekly topics
- Supported students' needs on assignments and research concepts

ESL Tutor

January—March 2020

St. Louis University Madrid Campus

- Co-led weekly classroom, teaching English at an intermediate level to Spanish citizens
- Prepared a lesson plan, PowerPoint, and activities for weekly class
- Communicated with students through weekly e-mails and homework assignments
- Terminated position early due to campus closures as a result of COVID-19

Tutor**GearUp**

2018—2019

- Individually instructed and mentored Chicago Public Schools (CPS) high school juniors for the Standardized Aptitude Test (SAT) in classes of eight students
- Developed original curriculum and lesson plans for the year, depending on student aptitude and performance; demonstrated flexibility in revising rudimentary concepts when needed
- Attended weekly meetings with the director to improve program for students and tutors

Tutor**Prep to Succeed**

January—April 2018

- Prepared CPS high school juniors to take the American College Test (ACT) through one-on-one instruction and coaching
- Collaborated with other tutors and directors of the program to learn and apply most effective test taking strategies

LEADERSHIP EXPERIENCE***Student Representative***

August 2023—present

Council of University Directors of Clinical Psychology

- Attend annual mid-winter meeting and summer retreat alongside Directors of Clinical Trainings (DCTs) of clinical programs across the nation
- Present graduate student data regarding mental health and well-being with other student representatives at mid-winter meetings
- Collaborate with other graduate student representatives and DCTs at monthly meetings
- Generate dialogue from the student perspective with clinical program leadership

Officer

August 2021—present

Disability Rights, Activism, Education and Mentoring (DREAM) at UWM

- Organize with student leaders with disabilities to develop action items to take to administration to improve the university's accessibility

- Serve as liaison between the student advocates and the psychology clinic on campus to make it a more accessible and equitable space
- Collaborate with the university's accessibility office, recreation center, and other spaces on campus to spread DREAM's message, increase visibility, and advocate for the rights of students with disabilities

Vice President

August 2023—present

Health Psychology Graduate Student Club

- Co-submit grant to the student allocation committee to utilize funds for student travel to conferences
- Develop a leadership plan among the four officers of the program and delegate work as needed per semester

Clinical Working Group Sub-Committee Member**Clinical Psychology Diversity Committee**

September 2021—present

- Collaborate with other committee members to increase access to the Psychology Clinic's services
- Communicate with other working groups to combine initiatives and co-host events

Chair**Clinical Psychology Program Diversity Committee**

August 2022—May 2023

- Co-lead monthly program-wide diversity committee meetings by posing discussion among working groups, inviting speakers, and building a psychologically safe space
- Initiate action plan and vision for the year among co-chairs and the broader committee
- Serve as a liaison between external advocacy groups and the committee to foster long-lasting relationships
- Conduct an evaluation of DEI initiatives across the department and within labs

Undergraduate Representative

2020—2021

Committee on Diversity Affairs (CODA)

- Served as a liaison between undergraduate psychology students and members of the organization, mainly psychology professors and graduate students
- Communicated information back to undergraduate students and other executive board members of student organizations (listed below)
- Attended speaker series by professionals speaking on sexual assault on campus, racial injustice, immigrant rights, and more current topics

President

2020—2021

Vice President

2019—2020

Psi Chi International Honor Society

- Planned executive board meetings, allocated responsibilities, delegated work and announced deadlines
- Trained younger executive board members on specific roles and responsibilities
- Attended anti-hazing conferences, completed diversity and inclusivity trainings, and re-registered the organization on student affairs database

- Communicated with guest speakers to organize quality and relevant programming for members
- Collaborated with faculty sponsor for needed signatures, approvals and administrative assistance
- Coordinated logistical needs for events, such as room reservations, supplies, and refreshments
- Collaborated with leadership of other student organizations and manage social media pages to promote programming
- Recruited members to apply for Psi Chi and executive board positions; co-host induction ceremony for new members

Treasurer

2019—2021

Loyola University Psychology Association

- Hosted on-campus events aimed at promoting the mental health of students on campus
- Submitted budget requests to campus activities office prior to events with detailed itemized expenses
- Contacted vendors to receive invoices and estimates of expenses for each event
- Attended appeal hearings with campus activities office staff to explain payment requests to the allocation committee in charge of fund distribution

Gannon Scholar

2017—2021

Gannon Center for Women and Leadership

- Assisted in planning retreat events; lead session on personal history with social justice and how that informs one's advocacy
- Lead meetings regarding the intersection between religion and feminism, and mental health in marginalized communities
- Participated in weekly program meetings, discussing various social justice issues, such as biases in the healthcare field, unjust immigration laws, and intersectionality in feminism
- Engaged in personal development workshops related to leadership, research, and service
- Met with donors to discuss current and past research, leadership, and service positions
- Attended additional events sponsored by the Gannon Center to connect and network with alumni and donors and to support the work of the center

Intern**Muslim American Leadership Alliance**

September 2017—September 2018

- Interviewed, collected, recorded, and transcribed stories of Muslim Americans, to be preserved in the Muslim American archival collection at the Library of Congress in Washington, D.C.
- Wrote articles to promote upcoming events and to provide overview of past events
- Assisted in hosting multiple panel events that brought attention to personal stories, achievements, and contributions of Muslim Americans
- Recorded interviews at StoryCorps, an organization that preserves diverse and personal experiences of Americans

Tutor

Madonna's Mission

September—December 2017

- Supported low-income CPS students in completing their class homework
- Worked with individual students on their reading and comprehension skills, providing a disciplined schedule

ASSESSMENTS UTILIZED IN RESEARCH AND CLINICAL SETTINGS***Semi-structured clinical interviews***

- Diagnostic Interview for Anxiety, Mood, and OCD and Related Neuropsychiatric Disorders (DIAMOND)
- DSM-5 Cultural Formulation Interview (CFI)
- Mini International Neuropsychiatric Interview (MINI)

Neuropsychological assessments

- Wechsler Adult Intelligence Test: Fourth Edition (WAIS—IV)
- Wechsler Individual Achievement Test: Fourth Edition (WIAT—IV)
- California Verbal Learning Test: Third Edition (CVLT-3)
- Delis-Kaplan Executive Function System (D-KEFS)
 - Trail-Making subtest
 - Color-Word Interference subtest
 - Tower subtest
- Conners Continuous Performance Test, 3rd Edition (CPT-III)
- Conners Continuous Auditory Test of Attention (CATA)
- Differential Ability Scale—II (DAS-II)
 - Digits Forward, Digits Backward, Recall of Sequential order
- Kaufman Brief Intelligence Test-II (KBIT-2)
- NEPSY-2
 - Imitating Hand positions
 - Fingertip Tapping
 - Auditory Attention & Response Set
- Child and Adolescent Memory Profile (chAMP)
- Comprehensive Test of Phonological Processing-2 (CTOPP-2)
- Gray Oral Reading Tests-5 (GORT-5)
- Cognitive Assessment System-2 (CAS-2)
- Personality Assessment Inventory (PAI)

CERTIFICATIONS AND TRAINING

- Teaching Assistant Orientation Badge of Completion (November 2021)
- MRI Safety Training (Medical College of Wisconsin, June 2022)

SKILLS

- Native in Arabic and fluent in Spanish
- Proficient in SPSS and MS Office Suite, including Excel