**Parker Longwell**

Curriculum Vitae

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Research Interests

* Neuro-Modulation and Neural Networks
* Emotion Regulation Processes & Impairment
* Neural Basis of Clinical Disorders
* Resting State Connectivity Predictors of Behavior
* Treatment Evoked Neural Changes
* Novel Treatment Interventions
* Veterans

EDUCATION

University of Massachussets, Amherst, *Amherst, MA,* 08/2018 - Present

**PhD in Clinical Psychology, 2024**

**GPA: 3.6**

Advisor: Dr. Bruna Martins

Whittier College, *Whittier, CA,* 08/2011 – 05/2013

**B.A. in Psychology, 2013**

**Overall GPA: 3.96** || **Major GPA: 3.91**

Senior Project: Literature Review; *The State of Memory in Children with Autism,* Advisor: Dr. Joanne Hash-Converse, PhD

U.C. Santa Barbara, *Goleta, CA,* 09/2009 – 06/2011

**Overall GPA: 3.78**

Relevant Courses: Biological Basis of Psychology, Honors Seminar in Psychology, Human Memory, Psychopathology, and Psychology of the Self

Publications

* Etkin, A., Maron-Katz, A., Wu, W., Fonzo, G. A., Huemer, J., Vértes, P. E., ... **Longwell, P.**, … & Ramos-Cejudo, J. (2019). *Using fMRI connectivity to define a treatment-resistant form of post-traumatic stress disorder*. Science translational medicine, 11(486).
* Wu, W., Keller, C. J., Rogasch, N. C., **Longwell**, **P**., Shpigel, E., Rolle, C. E., & Etkin, A. (2018). ARTIST: A fully automated artifact rejection algorithm for single‐pulse TMS‐EEG data. Human brain mapping, 39(4), 1607-1625.
* Wu, W., Keller, C., **Longwell**, **P**., Shpigel, E., Amara, D. A., Gonzalez, B., ... & Etkin, A. (2018). F32. *TMS-EEG Biomarkers for Combat-Related PTSD*. Biological Psychiatry, 83(9), S250.
* Zhang, Y., Toll, R., Wu, W., **Longwell**, P., Shpigel, E., Amara, D. A., ... & Etkin, A. (2018). T32*. PTSD Subtype Identification Based on Resting-State EEG Functional Connectivity Biomarkers*. Biological Psychiatry, 83(9), S141.

Presentations

* **Longwell P**., DeLoretto J., & O’Brien K. (2012). *Planning Conscientiousness: Whittier College Students take the Test*. At Psi Chi’s Whittier Undergraduate Research Conference (WURC) at Whittier, CA.
* **Longwell P**., Gras P., Jurado D., Navarro N., Porotesano J. (2012). *Social Exclusion at Lydia Jackson Elementary School.* Poster Presentation at Undergraduate Research, Scholarship, and Creative Activities (URSCA) at Whittier, CA.
* **Longwell P**. (2013). *The State of Memory in Children with Autism*. Poster Presentation at Undergraduate Research, Scholarship, and Creative Activities (URSCA) at Whittier, CA.
* Shaikh A., PhD., Scott C., PhD, **Longwell P**., & Perese J. (2013). *Faculty Mentor Models: Faculty-Student Collaborations in Conducting Faculty-Initiated and Student-Initiated Undergraduate Research*. CUPP Symposium Presentation at Western Psychological Association (WPA) at Reno, NV.

Skills

Neurocognitive testing including the WASI-II.

MRI data acquisition, data quality control and organization/management.

EEG data acquisition and data quality control.

Simultaneous MRI/EEG data acquisition.

Administration of singular and repeated Transcranial Magnetic Stimulations, for experimental purposes.

Neuro-navigation using individualized anatomical targets for Transcranial Magnetic Stimulation.

Physiological data collection including: ECG, pulse, thoracic impedances, and blood pressure.

Honors and Awards

John Green Leaf Merit Scholarship September 2011 – May 2013

“Outstanding Student in Psychology: Academics”-Department Award April 2013

Whittier College Dean’s List September 2011 – May 2013

Inducted into Psi Chi: International Psychology Honors Society March 2012

UC Santa Barbara Dean’s List September 2010 – June 2011

RESEARCH EXPERIENCE

University of Massachusetts, Amherst – Neural Vitality Lab – Bruna Martins, MD PhD

**Graduate Student/Research Assistant August 2018 – Present**

* Currently one of the graduate students in the new NrV lab, focusing on exploring the neural mechanisms behind healthy aging, and which processes are preserved and how.
* Designing novel task to explore the delay in instruction to use of emotion regulation that will be used in fMRI neuroimaging paradigms.
* Collaborating with Dr. Ready’s aging lab to build Pilot Study in collaboration with Baystate Medical Center.
* Designed online normalization task for emotionally valenced films and utilized behavioral program (ePrime) to build the same task to be utilized in MRI scanner.
* Designed scanner sequence and image acquisition protocol with MRI physicist and technicians, then piloted scans to prepare for actual data collection.

Stanford University & Palo Alto Veteran Affairs - Etkin Lab – Amit Etkin, MD PhD

**Clinical Coordinator July 2017 – July 2018**

* Promoted to lab’s clinical coordinator; screening new participants for clinical inclusion criteria, and managing clinical students who administer intakes.
* Follow up with participants over the phone to clarify certain answers and determine eligibility for various studies in the lab.
* Built relationships with VA based PTSD clinics, presented to veterans with PTSD, entering into treatment, to recruit those interested in participating in studies offered by the lab.
* Work with DSM-IV TR and DSM-V diagnosis criteria for determining clinical groupings post intake interview.
* Work with RAs to streamline recruitment procedures; adapt Redcap to help RAs find the best possible participants in an easy and straightforward manner.
* Audit previous clinical data for errors and incomplete data entry; added a normalized measure for a cognitive test (FAS word efficiency).

**Research Coordinator April 2015 – July 2017**

* Founding team member of new study to identify biomarkers for treatment response in veterans with PTSD who are entering into PTSD treatments at the Albuquerque New Mexico, VA and local Bay Area VA clinics.

Developed skills in multiple methods: neurocognitive assessment, structural, resting, and functional MRI protocols, EEG and TMS data acquisition, and working with a clinical population.

Used various methods of EEG collection (Dry, Gel, and Saline) to collect resting and task data that was compared to fMRI data acquired separately.

Piloted simultaneous collection of EEG and fMRI data in study of healthy controls in order to find a translatable signal between BOLD and EEG signal.

* Coordinated large scale, multisite study aiming to better understand the neural mechanisms behind PTSD, Traumatic Brain Injuries, and Depression, using neuroimaging, Transcranial Magnetic Stimulation based causal network analysis, and genetics.

Recruited and consented veterans of the OIF/OEF/OND campaign with a goal of 150 subjects per year.

After consent participants completed various neurocognitive assessments with the veteran participants, such as the WASI-II, administered by me.

Operated and ran over 100 functional and structural MRI scans, with protocols that were designed to examine emotional and cognitive processing.

Reviewed diffusion-weighted images (DTI scans) for a quality control comparison between sites: worked closely with an MRI physicist to help improve the protocol.

Conducted simultaneous EEG data collection and Transcranial Magnetic Stimulation (TMS) delivery to multiple known network nodes

* Worked on a team that developed a first in field automated TMS artifact rejection for TMS/EEG data analysis pipeline.

Social Intensity Syndrome Research Team – Dr. Phil Zimbardo, & Sarah Brunskill M.A.

**Research Assistant June 2013 – February 2014**

* External research assistant on a team focusing on developing the theory of: “the Social Intensity Syndrome”.
* Purpose of the study was to examine potential factors leading to increased re-deployment among current U.S. military personnel.
* Responsible for contacting institutions and social groups for troops and veterans to recruit subjects.
* Expected outcome: new lens to view what veterans must face when returning home from combat, including social stressors and feelings of loneliness.

UC San Francisco – Emotion Health and Psychophysiology Lab – Dr. Wendy Mendes

**Research Assistant May 2013 – September 2013**

* Summer research intern who worked directly with graduate students and post-docs aiming to establish biological correlations with psychological symptoms.
* Assisted in three unique studies focusing on the effects of oxytocin on intergroup relations, stress responses in women with traumatic histories, and emotion contagion between mothers and their infants.
* Developed professional, clinical, and physiological research skills as 1 of 17 interns out of over 400 applicants who worked directly with accomplished researchers in their fields.

Whittier College – Clinical Psychology Lab – Dr. Ayesha Shaikh

**Research Assistant September 2012 – May 2013**

* Study examined effectiveness of Rogerian based therapy for adult patients with ADHD in group sessions; addressed and changed behaviors in a non-directive manner.
* Helped to code and quantify the behavioral data gathered from videotapes of the sessions.
* Culminated in presentation alongside professor about the benefits of undergraduate research at the 2013 WPA conference.

Whittier College – Developmental Psychology Lab – Dr. Lorinda Camparo

**Research Assistant January 2012 – May 2012**

* Research Assistant to Dr. Camparo, helping with the capstone project of a senior psychology major; helped to develop and implement the methods and measures, carried out data acquisition, and assisted with analysis.
* Helped run a forensic psychology study examining the effectiveness of court school based education systems on the comprehension of children of various ages, to help child witnesses who had to testify in court.
* The court school curriculum was presented to law students and their qualitative responses were assessed to measure perceptions in the legal field of this education system.
* Used both qualitative interview and quantitative questionnaire based data from two different populations to provide an encompassing overview on the efficacy of court schools.
* Taught and tested the curriculum with Kindergarten, 4th Grade, and 8th Grade students; conducted interviews with Law students.

Whittier College – Social Psychology Lab – Dr. Charles Hill

**Research Assistant September 2011 – May 2013**

* Worked with professor on analyzing and inputting data from a 20 yearlong longitudinal study on personality and social groups data.
* Extensive work with SPSS, gaining both basic and advanced understandings of various types of data analysis and their application and purposes.
* Catalogued and compiled data from surveys that have been administered to students about personality, political and cultural beliefs.
* Analyzed data using SPSS, including error checks and statistical tests for correlations and ANOVAs.

UC Santa Cruz – Psychology Lab – Dr. Eileen Zurbrigggen

**Summer Research Assistant June 2012 – September 2012**

* Helped create the structure and basis for a content analysis on the varying degrees of sexuality in teen focused magazines versus those aimed at adults.
* Worked closely with Dr. Zurbriggen to standardize and develop a qualitative image coding system with strong inter-rater reliability.
* By the end of the summer established the basis for the content analysis study.

UC Santa Barbara: Vision and Understanding Lab – Dr. Miguel Eckstein

**Research Assistant January 2011 – March 2011**

* Helped to develop new and unique material for eye tracking based research that created a new medium to test various mecahnics of perception, visual search, and visual recognition.
* Piloted eye tracker studies with graduate students in the field of visual perception and recognition.

Clinical Experience

Listener Application, Ginger.io Company, San Francisco, CA

**Listener September 2014 – July 2015**

* Phone line service for non-crisis situations (e.g., providing support), aimed to help anyone dealing with stress, emotion dysregulation, and various other issues.
* Worked with a diverse population, ages 18 and up, with varying degrees of disability and psychopathology (anxiety disorders, depression, and social issues).
* Rogerian Client-Centered Therapy, with a focus on listening, reflecting, and empathizing with the callers to create an accepting environment for them to work through current or deep-seated issues and develop their own solutions.
* Took anonymous calls, with no promise of continued care/consultation; learned to truly listen to the client and help the client towards their own, practical solutions.
* Many sought simple social support, work towards identifying the core issues and helping the client to open up about some deeper causes and emotions.
* Required strict therapeutic boundaries and confidentiality in dealing with clients, due to nature of the application and our scheduled availability often being seen as an outlet for socializing instead of therapy.
* Discussed difficult calls with other “Listeners” along with a clinical supervisor, which provided great insight to our calls, and developing unique and diverse strategies for handling a wide variety of issues.

Autism Comprehensive Educational Services, San Jose, CA

**Behavioral Therapist May 2014 – September 2014**

* Worked in one-on-one therapy sessions with children with Autism, ages 3 – 14, and varying degrees of disability and needs.
* Trained in ABA (Applied Behavior Analysis) therapy, and practiced with children at home, school, daycare, and company organized social groups.
* Used therapies including; social interactions, speech therapy, and behavior management in the clients homes as well as in educational settings.

The Camp Recovery Center, Scotts Valley, CA

**Medical Technician September 2013 – January 2014**

* Distributed prescription medications to patients recovering from addiction and chemical dependencies, as well as communicating with families for support and communicating with insurance companies.
* Acquired experience with varying addictions and dual diagnosis, requiring familiarity with various prescribed medications, including anti-depressants, anti-psychotics and detox medications.
* Interacted with patients recovering from chemical dependencies on a daily basis, witnessed their struggles and their work toward recovery.

The Camp Recovery Center, Scotts Valley, CA

**Adolescent Clinical Technician November 2013 – May 2013**

* Worked directly with adolescents, ages 14-17, who were beginning to deal with issues of chemical dependency and other social and psychological issues that were previously masked by drug use.
* Ran hour-long group sessions, both independently and as a team to promote mindfulness, self-awareness, and healthy coping skills, along with a multitude of other topics. Group size varied from 4 to 17 adolescents.
* Developed strong rapport, through empathetic communication with adolescents beginning their recovery from chemical addiction, despite not having dealt with addiction personally.

Educational Experience

Cabrillo College – Biological Basis of Psychology – Dr. Rebecca Morgan

**Teacher’s Assistant September 2014 – May 2015**

* Volunteer teacher assistant at Cabrillo College for Introduction to Psychology and Biological Basis of Psychology courses.
* Attended every class to help promote discussions, answer questions, and provide assistance to students.
* Wrote several test questions used in the Midterm exams, in addition to helping Dr. Morgan refine her lectures.
* Assisted substitute professor in running and organizing class for several weeks while professor took emergency medical leave.
* Constructed an original 80-minute lecture on Sleep including stages, dreams, theories on purpose, and neurological measures; according to Dr. Morgan, this was one of the favorite lectures for the students.

Memberships

Western Psychological Association September 2012 – September 2013

Chapter President: Psi Chi: International Psychology Honors Society May 2012 – May 2013

References

Research:

Bruna Martins PhD, Assistant Professor, University of Massachusetts, Amherst

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Amit Etkin, MD. PhD, Associate Professor, Stanford University

aetkin@stanford.edu

Lorinda Camparo, PhD, Professor, Whittier College

lcamparo@whittier.edu

Phillip Zimbardo, PhD, Professor, Palo Alto University

drzimbardo@gmail.edu

Clinical:

Christopher Martell, PhD, Clinic Director, University of Massachusetts, Amherst

Ayesha Shaikh, PhD, Professor, Whittier College

Ryan Hagen, PsyD, Clinical Director, Ginger.io

Teaching:

Matt Davidson, PhD, Lecturer, University of Massachusetts Amherst

Rebecca Morgan, PhD, Professor, Cabrillo College

Languages

English – native language

Spanish – Speak, read, and write, with basic comprehension