

# CALEB M. SPIRO

## CURRICULUM VITAE

---

E-mail: calebspiro@gmail.com

Cell: +1 (503) 841-8041

### RESEARCH INTERESTS

---

My main research interest revolves around understanding the general cognitive and affective properties of the mind, and how the prognosis of good and poor mental health status affects the developmental trajectories under chronic stress. To what extent reward-based networks can lead to increased proximity to vulnerability or heightened sensitivity to mental illness, specifically within the context of youth and adolescents, is an area that I am especially interested in. I am most interested in what factors help individuals become more resilient and build a narrative that they can get better with the right treatment practices. I believe that this can be done by combining neuroscience and functional imaging techniques (ex: fMRI, EEG) into the study and practice of clinical psychology.

### EDUCATION

---

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

*Course Sequence:* Clinical Psychology

Overall GPA: **4.0**

*Advisor:* Dr. Peter Economou

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

*Major:* Psychology. *Emphasis:* Mental Disorders, Exercise Science

*Independent Study and Directed Research:* Depression & Cognitive Control

Overall GPA: **3.635** | First Half GPA: **3.373** | Second Half GPA: **3.897**

*Advisor:* Dr. Gabriel Cook

### HONORS, AWARDS, & SPECIAL ACHIEVEMENTS

---

2020	Rutger's MAP Merit and Financial Need Scholarship Winner, <i>4,000\$ Award</i>
2020	Department of Psychological Science Award, <i>Claremont McKenna College</i>
2020	Fellow & Scholar: Monroe Center for Social Inquiry, <i>Pitzer College</i>
2019	National Bullying Prevention Award, <i>PACER's National Bullying Prevention Center</i>
2018	AmeriCorps Segal Education Award, <i>1200\$ Reward for Outstanding Service, Jumpstart</i>
2016	Nominated Youth Representative, Oregon Coalition for Responsible Use of Meds (OrCRM)
2016	TedX Speaker, TEDxYouth@Portland, <i>How I Persevered Through Bullying</i>

### POSTER PRESENTATIONS

---

Alderman, B., **Spiro, C. M.**, Reznick, G., & Ude, A. (2021) *Revisiting Cognitive Theories of Depression to Explain Exercise Non-Adherence: A Meta-Analysis*. Rutgers University, New Jersey

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

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

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

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

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

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

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

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

## RESEARCH LAB EXPERIENCES

---

### Exercise Psychophysiology Lab - Research Assistant (May 2020- May 2021 - Rutgers University, New Brunswick)

In the Exercise Psychophysiology Lab, we established a patient-oriented research program to study how exercise and other behavioral interventions can be used to enhance physiological, neurocognitive and psychological resilience. Our research program incorporates psychophysiological and cognitive neuroscience techniques, including event-related potentials (ERPs) and impedance cardiography, to better understand acute and chronic adaptations to exercise, and how knowledge of these adaptations can be applied to intervention development. The ultimate goal is to better understand how exercise and/or physical activity may improve emotional reactivity and cognitive function among at-risk patient populations. My research looked at helping build a meta-analytic review looking at the role of exercise in promoting physiological, neurocognitive, and psychological resilience and elucidating the mechanisms underlying its effects on mental health states. This meta-analysis also touched upon studies that utilize theories of behavior change to explain the relationship between depression and exercise adherence. This review will be used to develop novel approaches that incorporate affective components of exercise to improve cognitive deficits observed in depression.

### Human Learning and Memory Lab - Research Assistant (Sep 2018–May 2020) - Claremont McKenna College

In Dr. Gabriel Cook's lab, we studied the underlying relationships between cognitive control and prospective memory. In particular, we examined how working memory and cognitive control can moderate time-based prospective memory. To the extent that monitoring the passage of time while simultaneously performing a task involves cognitive control, individual differences in cognitive control should predict clock-checking behavior and execution of time-based intentions. We also studied retrieval dynamics by modeling decision times for various episodic memories using linear and non-linear accumulation paradigms (e.g., race models). In one project, we examined the retrieval dynamics for source memories, focused primarily on differences between internal cognitive operations attributes and external perceptual attributes. In another study, we modeled response biases related to the cross-race effect. The development of these experiments included collaborative development of design, debugging programs, recruiting participants, managing signups, coordinating multi-group testing, and active experimentation on the individual and group level. Some projects involved managing financial payments. Data analysis included discussing papers, concepts, theories, and important methodological considerations for testing relevant material, interpreting data, collaborating with other lab students and professors on analysis, and testing of subject material.

## CLINICAL EXPERIENCES

---

### **Crisis Counselor**, NJ Acts For Hope & Healing, Rutgers University (Feb 2020 - Present)

Through a grant through FEMA and New Jersey's Office of Emergency Management (OEM) the development and operation created a temporary COVID-19 virtual crisis counseling program that targets underserved and at-risk populations. Crisis counselors are trained to give psychosocial support integrated into all relevant medical services.

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

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

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

Provided online therapy and free support to people experiencing emotional distress. Trained in active listening, MI, and principles of DBT and CBT. Interacted with the person seeking help via an anonymous and confidential chat.

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

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

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

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

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

Serve as a liaison between the victims, hospital workers, and emergency providers who seek immediate support following recent traumatic events. Provide direct emotional support for victims of: death, violent crime, rape, assault, robbery, motor vehicle accidents, school shootings, natural disasters, and suicide.

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

Crisis support and referrals through phone, text, chat, and email for Youth (12-20yrs). Crisis' could include: suicide, self-harm, drug abuse, homelessness, abuse, wide array of mental health issues, relational trauma, stress, depression.

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

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

---

## DATA FOCUSED INITIATIVES DEVELOPED TO AFFECT SOCIAL CHANGE

---

**Founder of Positivequote page**, “*One Positive Thought*” Campaign (July 2014 - January 2019)

Social media campaign designed to help individuals with mental health disorders overcome their own personal struggles through the power of positive thinking. Used data analytics to scale content to reach and help over 65,000 individuals. To date, 400+ individuals said this program stopped them from committing suicide.

**Leader of National Anti-Bullying Program**, “*Anyone Can Be A Hero*” Campaign (Sep 2014 - May 2018)

Designed a research-based, student-led approach that effectively reduced the rates of physical, emotional, and cyber bullying on campus. Increased bystander intervention rates, lowered suicide risk, and program was disseminated across to Portland public schools and schools around the country. This program has been nationally recognized.

---

## TEACHING EXPERIENCES

---

**Diversity and Inclusion Mentorship Program**, Rutgers University (October 2020- Present)

Mentoring historically minoritized undergraduate students at the University of Texas who are pursuing careers in psychology with their applications to graduate school and research assistant positions.

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

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

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

Served as a teacher assistant for underprivileged and disadvantaged children. Helped support socio-cognitive-affective development through teaching early language, literacy, social, and initiative skills and gave support around emotional and behavioral issues.

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

Helped organize, implement, and teach educational programs for Portland area at-risk youth related to sex education, safe sex practices, contraception, consent, healthy relationships, and other health-related issues.

---

## TRAINING PROGRAMS & CERTIFICATIONS

---

**Behavior Analysis Regulatory Board (BARB)**

Issued Sep 2020 - Expires Aug 2020  
License Number 10210115

**Trauma Intervention Program Certification**

Trauma Intervention Program, Inc  
Issued Aug 2016

**Applied Suicide Intervention Skills Training**

Suicide Prevention Resource Center (SPRC)  
Issued Jun 2016 - Expires Jun 2021

**Teal Dot Bystander Engagement Training**

Claremont University Consortium  
Issued Feb 2019

**Youth Mental Health First Aid**

National Council for Behavioral Health  
Issued Jun 2015

**ACTION (CPT NCCA Accredited)**

Issued May 2018  
Credential ID 11592654

## **LANGUAGES**

---

Conversational Spanish (Speaking, Reading, Writing).

## **REFERENCES**

---

Gabriel Cook, Ph.D  
Professor, Lab Supervisor  
Claremont McKenna College  
[Gabriel.Cook@claremontmckenna.edu](mailto:Gabriel.Cook@claremontmckenna.edu)

Peter Economou, Ph.D  
Mentor, Director of Program  
Rutgers University  
[peter.economou@rutgers.edu](mailto:peter.economou@rutgers.edu)

Marcus Rodriguez, Ph.D  
Professor, Academic Mentor  
Pitzer College  
[Marcus\\_Rodriguez@pitzer.edu](mailto:Marcus_Rodriguez@pitzer.edu)