

MICHAEL R. GOLDBERG, PH.D.

LICENSED PSYCHOLOGIST

EDUCATION

Doctor of Philosophy (Ph.D.), <i>Combined Clinical & School Psychology</i> Hofstra University, Hempstead, NY - APA Accredited	2012
Master of Arts (M.A.) with Distinction, <i>Clinical Psychology</i> Hofstra University, Hempstead, NY - APA Accredited	2007
Bachelor of Arts (B.A.) with Scholars Honors, <i>Psychology</i> SUNY Binghamton University, Vestal, NY	2006

CERTIFICATION

New York State Psychologist License <i>License Number: 020798</i>	07/2014 - Present
New York State Worker's Compensation Provider <i>Authorization Number: S20798-5</i>	02/2016 – Present

CLINICAL & SUPERVISED CLINICAL EXPERIENCE

<i>Founder and Clinical Psychologist</i> Dr. Mike Goldberg Psychology P.C. – Great Neck, NY	01/2019 – Present
<ul style="list-style-type: none">• Provide individuals, couples or families with a wide range of cognitive and behavioral techniques in an outpatient setting.• Develop individualized treatment plans with clients, continually assessed progress, and modified goals during treatment.	
<i>Clinical Psychologist</i> Behavioral Medicine Associates – Great Neck, NY	12/2014 – Present
<ul style="list-style-type: none">• Provide specialized psychological services including evaluation, treatment, cognitive rehabilitation and pain management to injured workers through the New York State Worker's Compensation Program.• Utilize a varied approach of therapies to teach coping skills, decrease mood symptoms, improve mood regulation and adjustment.• Provide cognitive rehabilitation/remediation and compensatory strategies for patients with traumatic brain injuries.	
<i>Associate Psychologist</i> Staff Psychologist & Coordinator of Clinical Compliance/Training Therapy West, PLLC - New York, NY	07/2014 – 11/2014 07/2012 – 07/2014
<ul style="list-style-type: none">• Provide outpatient cognitive-behavioral therapy and other therapeutic services to children, adolescents, adults, parents, families, and groups.• Develop individualized treatment plans with clients, continually assessed progress, and modified goals during treatment.• Complete functional behavior analyses through school and home observations, and create behavior plans for implementation across various settings.	

- Maintain regular pathways of communication with parents, school psychologists/counselors, pediatricians, psychiatrists, and other service providers.
- Ensure practice-wide awareness of and compliance with current ethical and legal standards (e.g., HIPAA and HITECH) pertaining to the mental health field. Conduct periodic file audits to uphold a high level of compliance with ethical standards of recordkeeping. Frequently amending and enhancing administrative forms and policies to maximize efficiency.
- Create and deliver presentations to clinical staff on evidence-based treatments based upon current research findings.
- Manage all marketing and outreach communications.
- Created and implemented a Competency-Based Assessment and Treatment Model. Constructed therapeutic protocols to be used by therapists, which included pre- and post-treatment measures to determine efficacy of treatment.

Coordinating Educational Psychologist
Academics West, LLC - New York, NY

07/2012 – 11/2014

- Direct the clinical care and academic support for children, adolescents, and young adults who receive academic coaching services, as well as students receiving homeschool services at Academics West.
- Train teachers in Clinically Informed™ care, equipping them with knowledge of clinical symptoms and diagnoses in order to better understand students' difficulties and strengths. Ensure appropriate compensatory strategies are being developed and neuropsychological reports are driving academic interventions.
- Complete functional behavior analyses through school and home observations, and create behavior plans for implementation across various settings.
- Monitor students' progress and address behavioral issues or deal with acute crises.
- Conduct comprehensive document review (e.g., neuropsychological evaluation, school reports, grades, medical reports) and provided this information to teachers to maximize effectiveness of curriculum and teaching methods.
- Manage all coaching and home school cases, and ensure that regular meetings between educational psychologists and coaches are occurring. Review weekly progress reports submitted by all educational psychologists.
- Ensure that neuropsychological summaries are completed for each child.
- Review literature and disseminate appropriate literature as it relates to academic work to educational psychologists and other staff.

Psychology Intern

07/2011 – 06/2012

Mental Health Association of Westchester County (MHA) - Valhalla, NY
Single Homeless Assessment Center (SHAC) - Valhalla, NY

- Conducted clinical interviews and assessed the needs of the homeless population in Westchester County (i.e., mental health, substance abuse history, and health condition).
- Developed individualized treatment plans, identifying the most appropriate temporary housing as well as treatment opportunities that could lead to self-sufficiency.
- Led and co-led groups for residents of the on-site shelter
 - *Ex-offender re-entry group* focused on assisting recently released prisoners with adjustment difficulties.
 - *Anger management group* aimed at providing psychoeducation about the Anger Episode Model and reduce verbal and/or nonverbal aggression.
- Implemented the first long-term therapeutic services that were available for residents of the shelter.

MHA of Westchester Outpatient Clinics - Mt. Kisco, NY & White Plains, NY 07/2011 – 06/2012

- Implemented a variety of intervention techniques with a culturally-diverse population of children, adolescents, adults, and families (individually, collaterally, and groups).
- Collaborated with an interdisciplinary staff in a traditional outpatient community mental health setting while working with patients who presented with a wide range of psychological disorders.

- Conducted comprehensive psychological assessment batteries, frequently at the request of psychiatrists and treating clinicians, to aid in diagnosis clarification and treatment recommendations.
- Utilized interventions in group settings (e.g., anger group, unemployment group, etc.).
- Provided informal peer-supervision to psychology extern on a weekly basis.

Crisis Counselor & Therapist

07/2010 – 07/2011

Student Counseling Services (SCS)

Hofstra University - Hempstead, NY

- Responded to crises involving students and/or employees of the university during times that the Student Counseling Center was closed.
- Provided consultation and determined proper course of action during crises, including: assessment of risk (i.e., suicidal/homicidal ideation and/or intent), facilitation of psychiatric evaluation, and stabilization of patients.
- Collaborated with Campus Public Safety, Student Counseling Center, Hospital staff, and/or parents, family, and peers to ensure proper treatment.
- Provided short- and long-term individual weekly psychotherapy to diverse undergraduate/graduate students presenting with depression, suicidality, bipolar disorder, substance abuse, anxiety, eating disorder/body image concerns, sexual identity issues, adjustment, relationship difficulties and Borderline Personality Disorder.
- Conducted clinical intake interviews, rendered report with diagnostic impressions and consulted on case dispositions.
- Presented clinical cases and didactics at weekly case conference and team disposition meetings.

Therapist and Hardware Specialist

07/2009 – 07/2011

Phobia and Trauma Clinic

Hofstra University - Hempstead, NY

- Offered behavioral, cognitive-behavioral, and unique, technologically advanced treatments, such as Virtual Reality Exposure Therapy, to patients whose fears inhibited their quality of life (e.g., aviophobia, social phobia, driving phobia, public speaking phobia).
- Maintained and updated virtual reality hardware and software, repaired and serviced equipment as needed.

Psychology Extern

08/2009 – 06/2010

Community Mental Health Center (CMHC)

St. John's Episcopal Hospital - Far Rockaway NY

- Provided individual and group psychotherapy to a culturally-diverse, outpatient population, treating a variety of psychological disorders and symptoms (e.g., depression, posttraumatic stress disorder, schizophrenia, bipolar disorder, oppositional defiant disorder, etc.)
- Conducted clinical intake interviews, rendered report with diagnostic impressions and consulted on case dispositions.
- Consulted closely with staff psychiatrist on medication management and coordination of care of patients.
- Presented clinical cases and didactics at weekly case conference and team disposition meetings.

Psychology Extern (Marriage and Family Clinic)

09/2008 – 01/2010

Psychology Extern (Anxiety and Depression Clinic)

09/2008 – 07/2009

Testing Extern

09/2007 – 06/2008

Psychological Evaluation, Research, and Counseling Clinic

Hofstra University - Hempstead, NY

- Assisted individuals, couples, and families in exploration and awareness of systems of interaction and relationships that exist in the family. Assisted in facilitation of problem-solving within the family unit or individual to foster change and development.
- Provided state-of-the-art, evidence-based psychological treatment for individuals suffering from anxious, depressed, or comorbid disorders. Conducted diagnostic evaluations to assess current symptoms and functioning, including detailed clinical interviews and administration of a battery of self-report questionnaires.
- Performed comprehensive psychological assessment batteries with children/adolescents (ages 9-15) for diagnostic clarification, to determine level of cognitive/intelligence/achievement functioning, and recommendations for treatment or placement.
 - Administered: Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Wechsler Individual Achievement Test (WIAT), Woodcock Johnson-III, Children's Personality Questionnaire (CPQ), Behavior Assessment System for Children (BASC), Attention Deficit Disorders Evaluation Scale - 3rd Edition, Bender Gestalt, Developmental Test of Visual-Motor Integration (Berry), Children's Memory Scale, Test of Variables of Attention (T.O.V.A.), Gray Oral Reading Test - Fourth Edition (GORT-4), Nelson-Denny Reading Test.
 - Rendered integrated reports with diagnostic impressions and recommendations.
 - Provided feedback to family, patients and referring providers.

School Psychology Extern

09/2008 – 06/2009

Oceanside Middle School #9M - Oceanside, NY

- Administered, scored, and interpreted full psychoeducational batteries.
- Conducted functional behavior analysis of children referred for behavioral intervention plans.
- Consulted with teachers, Pupil Personal Services (PPS) staff, administrators, supervisors, and outside professionals regarding behavior management techniques and classroom interventions.
- Participated in the creation of Individualized Education Plans (IEPs) and other source documents.

School-Based Mentor

09/2006 – 05/2007

Washington-Rose Elementary School - Roosevelt, NY

- Provided students with guidance and support.
- Facilitated improvement in social and interpersonal skills, and relationships between the students and their peers, teachers, and family members.
- Reinforced acceptable behaviors in attempts to reduce probability of involvement in juvenile delinquency and other dysfunctional behavior.

Undergraduate Psychology Intern

09/2005 – 05/2006

Brief Alcohol [and Other Drug] Screening and Intervention For College Students (BASICS)

SUNY Binghamton University Health Services - Vestal, NY

- Adapted BASICS program to suit the needs of the Binghamton University Health Services and Judicial System requirements.
- Conducted assessment and feedback meetings with students who received judicial sanctions for illegal alcohol consumption and/or possession on university grounds.
- Analyzed questionnaire and verbal responses by students to help determine level of alcohol abuse/dependence, concern and desire to change drinking habits, and students' perceived risks of alcohol consumption.

PROFESSIONAL DEVELOPMENT

Mental Health Training for Campus Professionals

Aug. 3, 2010

UJA Federation of New York - New York, NY

- Seminar topics included overview of mental health conditions, emotional crisis and suicide, identification of clinical issues, suicide prevention, communication strategies with students, role-playing exercises, and how to create an environment where peers protect peers.

RESEARCH EXPERIENCE

Primary Investigator, Doctoral Dissertation

03/2009 – 08/2012

Hofstra University - Hempstead, NY

Title: “*Video Self- and Peer-Modeling Treatment for Separation Anxiety*”

Purpose: This study examined the utility and efficacy of VSM and VPM in treating children with Separation Anxiety Disorder. Participants consisted of 7 children, ages 4- to 11-years-old, who met criteria for significant levels of separation anxiety based upon responses on multiple self- and parent-report measures. Utilizing a single-subject research design, children were provided with interventions including peer-modeling videos and self-modeling videos, in which they viewed a peer or themselves exhibiting non-anxious behavior. Data indicated that children experienced statistically significant decreases in self-reported anxiety.

Primary Investigator, Master’s Thesis

03/2008 – 04/2009

Hofstra University - Hempstead, NY

Title: “*Don’t Judge a Man By His Cover: Social Impression Formation as a Function of Androgenetic Alopecia in Black and Caucasian Males*”

Purpose: Examined social impression formation in males with Androgenetic Alopecia (AGA), or male pattern baldness. Undergraduate participants rated White and Black males with no hair loss on physical, social, psychological, and emotional characteristics utilizing semantic differentials. Using computer-editing software, an identical “twin” with AGA was created for rating as well. Presence of hair was found to be positively correlated with strength and sexiness, while negatively correlated with general attractiveness, level of activity, health, wealth, and politeness. Additionally, balding black men were rated more positively than balding white men.

Research Associate: Department of Psychology

11/2006 – 12/2008

Hofstra University - Hempstead, NY

- Collaborated with research team on investigation of the reliability and validity of a Vietnamese adaptation of the Vineland Adaptive Behavior Scale.
- Conducted review of literature, data analysis and interpretation, as well as paper production, resulting in publication.

Graduate Research Fellow: Department of Psychology

08/2006 – 08/2008

Hofstra University - Hempstead, NY

- Investigated the effect of implementation intentions and goal setting theory, resulting in two poster presentations at professional meetings.

Research Associate: North Carolina Agricultural and

01/2007 – 06/2007

Technical State University, School of Nursing – Greensboro, NC

- Assisted in analysis of self-report data in an attempt to qualitatively define “elderly abuse” as reported by those living in nursing homes and other healthcare facilities.

TEACHING EXPERIENCE

Adjunct Instructor, Hofstra University - Hempstead, NY

- **Introduction to Psychology** Jan. 2011-May 2011
- **Fundamental Perspectives in Psychology** Sept. 2010-Dec. 2010
- **Culture & Society** Sept. 2010-Dec. 2010

Grand Rounds Lecturer, St. John’s Episcopal Hospital - Far Rockaway, NY

June 2010

- Provided a lecture for medical students, residents, and others receiving medical training at the hospital on the topic of Cognitive Behavioral Therapy.

Teaching Assistant, Hofstra University - Hempstead, NY

- **Laboratory in Assessment** 09/2008 – 05/2009
- **Intellectual and Achievement Assessment** 09/2008 – 05/2009
- **Child Psychopathology** 01/2008 – 05/2008
- **Multivariate Statistics** 01/2008 – 05/2008
- **Univariate Statistics** 09/2007 – 12/2007

RELATED WORK EXPERIENCE

Village Academy Middle School - Far Rockaway, NY April, 2010 & June, 2010

- Led anger workshops for sixth and seventh grade youth with high rates of aggressive behavior.

The ELIJA School Autism Awareness Week - Levittown, NY April, 2010

- Assisted in improving critical school resources, and aided in the organization of classrooms.

The Leukemia and Lymphoma Society, Light the Night Walk - East Meadow, NY October, 2007

- Organized a team to participate in the walk.
- Raised money from donors for the organization.

Have-A-Heart/Adopt-a-Soldier - Vestal, NY 09/2005 – 12/2005

- Organized a fundraiser with goals of collecting food/supplies, student-composed letters of support, and monetary assistance for soldiers currently serving a tour of duty in Iraq.

SPECIAL SKILLS

- Skilled user of Virtually Better[®] Software, SPSS Data Analysis Statistics Software, Microsoft Word, Excel, and PowerPoint.
- Completed training in Emergency First Aid, as well as Adult, Child, and Infant CPR.

PUBLICATIONS

Goldberg, M. R. (2012). *Video Self- and Peer-Modeling Treatment for Separation Anxiety* (Doctoral dissertation). Retrieved from database. (Publication Number: 3527837).

Goldberg, M. R., Dill, C. A., Shin, J. Y., Viet Nhan, N. (2009). Reliability and Validity of the Vietnamese Vineland Adaptive Behavior Scales with Preschool-Age Children. *Research in Developmental Disabilities, 30*, 592-602.

POSTER PRESENTATIONS

Goldberg, M. R., Dill, C. A., Shin, J. Y., & Viet Nhan, N. (2008, November). *Reliability and Validity of the Vietnamese Vineland Adaptive Behavior Scales with Preschool-Age Children*. Poster presented at the Child & School Related Special Interest Group at the annual meeting of the Association for Behavioral and Cognitive Therapies, Orlando, Fla.

Dill, C. A., **Goldberg, M. R.**, Mann, D., & Cohen, E. (2008, August) *Differentiating implementation intentions and goal setting theories' effects on behavior*. Poster presented at the annual meeting of the American Psychological Association, Boston, M.A.

Dill, C. A., Owens, S. G., Mehl, S., Alper, D., & **Goldberg, M.** (2007, August). *Is Implementation Intention Distinguishable from Goal Setting Theory?* Poster presented at the annual meeting of the American Psychological Association, San Francisco, C.A

HONORS & AWARDS

- **Rhoda Tartak Endowed Memorial Scholarship**, Hofstra University 09/2007 – 05/2008
- **Binghamton Scholar**, Binghamton University All Semesters
- **Binghamton Scholar's Leadership Forum**, Binghamton University 02/2004 – 12/2005
- **Binghamton University Dean's List**, Binghamton University Spring 2003/2005
- **Sigma Alpha Lambda – National Leadership & Honors Organization** 09/2004 – 05/2006

PROFESSIONAL INVOLVEMENT

- American Psychological Association (APA) 08/2006 – Present
- Association for Behavioral and Cognitive Therapies (ABCT) 08/2006 – Present
 - Child & School Related Special Interest Group
 - Anxiety Disorders Special Interest Group
- New York State Psychological Association (NYSPA) 08/2009 – Present
- New York City Cognitive Behavioral Association (NYCCBT) 09/2014 – Present
- Anxiety Disorders Association of America (ADAA) 09/2009 – Present
- Association for Psychological Science (APS) 11/2012 – Present

UNIVERSITY INVOLVEMENT

- Campus Representative for the Advocacy Coordinating Team of the American Psychological Association of Graduate Students (APAGS) 08/2010 – 07/2011
- **Vice President**, Clinical and School Psychology Graduate Student Association 09/2007 – 08/2010