

Hillary Schaefer, PhD



[linkedin.com/in/hillary-schaefer](https://www.linkedin.com/in/hillary-schaefer)



Springfield, VA

[https://orcid.org/
0000-0003-
1124-5479](https://orcid.org/0000-0003-1124-5479)



ABOUT ME

- Research psychologist with topic expertise in education, behavioral & mental health, job performance, bias, gender issues, group dynamics, physical fitness, program evaluation.
- Work experience in consulting, military, academic research, education, and clinical settings.
- Clinical practice with adults with a variety of concerns; expertise in anxiety, trauma, relationships. Extensive assessment experience.
- Methodology aficionado with a large skillset in statistics and big data analysis. Skilled in longitudinal analysis, predictive analysis, causal and structural equation models, individual/group differences. Strong experience in psychometrics, construct and survey development.
- Skilled in publishing, briefs, grantsmanship, and leading multidisciplinary teams.

EDUCATION

Ph.D. in Psychology *University of Virginia, 2013*

M.A. in Psychology, *University of Virginia, 2008*

B.S. in Psychology *University of Wisconsin-Madison, 2002*

WORK EXPERIENCE

Consultant

05/2021 to present

Lynch Research Associates (lynchresearchassociates.com)

10-15 h/week

- Project-based consultant for statistics, construct development, papers, and grant-writing.
- Responsible for interfacing with clients, running models, writing/editing, advising the client on construct or data-related issues and future directions.
- Current projects concern postsecondary education, COVID issues in education, adolescent wellbeing, mental health and technology use, and include policy development aims.

**Psychologist at BetterHelp and
Included Health (private practice)**

02/2021 to present, 20-30 h/week

12/2019 to 01/2021, 5-10 h/week

- Adult tele-therapy for anxiety, depression, parenting, relationships, and gender/sexuality.

**Research Assistant Professor
Tufts University/USMA**

08/2016 – 02/2021

40 h/week

- Co-investigator for Project Arete, a mixed methods, 5-year longitudinal study of Officer development at USMA (West Point), working jointly with Tufts and USMA on research goals, construct development, program evaluation, implementation, and policy.
- Committee member (e.g., WPLDS), worked on multiple interdisciplinary teams
- Projects and briefs on academic and leadership performance, SHARP, physical fitness, retention, injury, racism, behavior problems, group dynamics, and character education.
- Assisted in integration of objective/behavioral and subjective (ratings, beliefs) data

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WORK EXPERIENCE, continued

Research Assistant Professor and Children's Learning Clinic Director 07/2014 - 08/2016
University of Virginia, Department of Education Full time

- Directed a study of mental health, learning and motivation via performance, physiology in a research-clinic model. Completed a parent-child study of mental health and cognition.
- Received external funding; undergrad and graduate student supervision
- Collaborations to design and implement studies of social-emotional functioning and wellbeing in educational settings, including construct development.

Clinical Postdoc, UVA Dept of Education 07/2013 – 07/2014, Full time

Psychology Intern 07/2012 – 07/2013
Colorado Mental Health Institute at Fort Logan Full time

- Enacted study of traumatic brain injury in psychiatric inpatients
- Program evaluation and implementation of social cognitive group therapy

Graduate student, UVA Dept of Arts and Science 08/2006 – 07/2012
Implicit Social Cognition Lab and Affective Neuroscience Full time

- Completed six studies of social cognition using web-based data collection and physiological lab studies; used fMRI to study social-emotional processes
- Paid consultant/coder for the Implicit Social Cognition lab
- Clinical rotation information provided upon request

Research Assistant, University of Wisconsin 08/1999- 07/2006
Waisman Laboratory for Brain Imaging and Behavior 20-40 h/week

- Developed signal processing methods and advised on study design to assist with functional neuroimaging of emotion, meditation, cognition, and psychopathology.

TECHNICAL SKILLS

- Statistics in R, including longitudinal, multilevel and multivariate models, logistic prediction, group analysis, mediation/moderated mediation, trajectory and other latent models.
- Research and survey design, construct development, program evaluation, implementation science and policy development.
- Paper-based survey, physiological and task-based, and web data collection.
- Software and programming experience (ex: MATLAB, perl, html, OpenSesame).
- Grant and publication writing; extensive experience with Institutional Review Boards
- Communicating results to a variety of audiences, including military briefs.

TEACHING, ADVISING, AND SUPERVISION

Shadow advising for military/USMA dissertations 2017 - 2021

Psychology For Leaders (Intro Psychology) at USMA 2017

Clinical supervision of graduate students 2013 - 2016

- Assessment of children and adults; parenting group therapy; course lectures on Mental Status, Risk Assessment, treatment of behavioral issues

Graduate student Teaching Assistant, University of Virginia 2010 - 2012

- Courses: Psychological Assessment I & II (2nd-year clinical graduate students)

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GRANT ACTIVITY

Parental behavior, human-animal interaction, and adolescent development Funded by NICHD (Subaward R03) Role: Consultant (PI: Linda Charmaraman)	2021-2022
Duty, Honor, Country: Development of Leaders of Character at USMA Funded by TRT Role: Co-Investigator (PI: R Lerner)	2016-2021
Investigating the Optimal Learning Environment and Strengths of Children with ADHD Funded via Private Sponsor Role: Principal Investigator	2015-2016
Building Capabilities: Positive Youth Development for Children with ADHD Funded via Private Sponsor Role: co-Principal Investigator	2014-2015
Acute Physical Exercise & ADHD: Impact on Neurocognition, Academics, and Behavior R21 submitted to NIH Role: Principal Investigator	2014, Not funded

SELECTED PUBLICATIONS

- Schaefer, H.S.**, Askew, S., Ryan, D., & Lerner, R.M. (*under review*). Does teacher feedback potentiate a positive feedback loop?: The role of race and gender in the interrelations between self-perceptions, teacher feedback, and academic performance.
- Hernandez, J.M., Charmaraman, L., **Schaefer, H.S.** (*under review*). Conceptualizing the role of racial-ethnic identity in US adolescent social technology use and wellbeing.
- Schaefer, H.S.**, Cotting, D. I., Proctor, E. S., Ryan, D., & Lerner, R. M. (2021). The military hypermasculine mystique: Sex, status, and emotional control at the United States Military Academy. *Psychology of Men & Masculinities*, 22(4), 611–626. doi.org/10.1037/men0000365
- Schaefer, H.S.**, Gist, N., Bigelman, K., & Lerner, R.M. (2021). But how many push-ups can she do? The influence of sexist beliefs on peer ratings in a military setting. *Personality & Individual Differences*. 177, 110805. doi.org/10.1016/j.paid.2021.110805
- Schaefer, H.S.**, Callina, K.S., Powers, J., Kobylski, G., Ryan, D., & Lerner, R.M. (2021). Examining Diversity in Developmental Trajectories of Cadets' Performance and Character at the United States Military Academy. *Journal of Character Education*. 17(1), 59-80.
- Schaefer, H. S.**, Farina, A. G., Cotting, D. I., Proctor, E. S., Cook, C. L., & Lerner, R. M. (2020). The Benefits and Liabilities of Risk-Taking Propensity and Confidence at the U.S. Military Academy. *Armed Forces & Society*. doi.org/10.1177/0095327X20973373

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SELECTED PUBLICATIONS, continued

Murray, E. D., **Schaefer, H.S.**, Callina, K. S., Powers, J. J., Matthews, M. D., Burkhard, B. M., & Lerner, R. M. (2021). Training character: Character attributes and performance profiles among cadets at the United States military academy. *The Journal of Positive Psychology*, 16(2), 207-217.

Schaefer, H. S., Gist, N. H., Bigelman, K., Coelho, J. D., Proctor, E. S., & Lerner, R. M. (2020). Tough Teams and Optimistic Individuals: The Intersecting Roles of Group and Individual Attributes in Helping to Predict Physical Performance. *The Journal of Psychology*, 1-25. doi.org/10.1080/00223980.2020.1818670

Murray, E. D., Burkhard, B.M., **Schaefer, H.S.**, Ryan, D.M., Farina, A.G., Cook, C., Powers, J.J., Matthews, M.D., & Lerner, R.M. (2020) Toward a developmental approach to measuring the development of character: Perspectives from Project Arête. *Journal of Character and Leadership Development*. 6(2), 22-33.

Schaefer, H.S., Yunker, C.A., Callina, K.S., Burkhard, B., Ryan, D., & Lerner, R.M. (2019). Indexing character in the context of sport participation at the United States Military Academy: The Character in Sport Index. *Journal of College and Character*. 20(4), 287-309. doi.org/10.1080/2194587X.2019.1669464

Callina, K. S., Burkhard, B., **Schaefer, H. S.**, Powers, J., Murray, E. D., Kobylski, G., & Lerner, R. M. (2018). Character in context: Character structure among United States Military Academy cadets. *Journal of Moral Education*, 1-26.

Kofler, M.J., Sarver, D.E., Austin, K.E., **Schaefer, H.S.**, Holland, E., Aduen, P.A., & Lonigan, C.J. (2018). Can working memory training work for ADHD? Development of central executive training and comparison with behavioral parent training. *Journal of consulting and clinical psychology*, 86(12), 964.

Wells, E.L., Kofler, M.J., Soto, E.F., **Schaefer, H.**, & Sarver, D.E. (2018). Assessing working memory in children with ADHD: Minor administration and scoring changes may improve digit span backward's construct validity. *Research in Developmental Disabilities*, 72, 166-178.

Schaefer, H.S., Coan, J.A., Larson, C.L., and Davidson, R.J. (2014) Brain, Body, and Cognition: Neural, physiological and self-report correlates of phobic and normative fear. *Biological Psychology*, 98, 59-69. [10.1016/j.biopsycho.2013.12.011](https://doi.org/10.1016/j.biopsycho.2013.12.011)

Lai, C. K., Marini, M., Lehr, S. A., Cerruti, C., Shin, J. L., Joy-Gaba, J. A., Ho, A. K., Teachman, B. A., Wojcik, S. P., Koleva, S. P., Frazier, R. S., Heiphetz, L., Chen, E., Turner, R. N., Haidt, J., Kesebir, S., Hawkins, C. B., **Schaefer, H. S.****, Rubichi, S., Sartori, G., Dial, C. M., Sriram, N., Banaji, M. R., & Nosek, B. A. (2014). Reducing implicit racial preferences: I. A comparative investigation of 17 interventions. *Journal of Experimental Psychology: General*, 143(4), 1765-1785. (**ask me about author order for this paper, known as the contest study!)

Coan, J.A., Kastle, S., Jackson, A., **Schaefer H.S.**, and Davidson, R.J. (2013) Mutuality and the social regulation of neural threat responding. *Attachment and Human Development*, 15(3), 303-315.

SELECTED PUBLICATIONS, continued

Gloria R., Angelos L., **Schaefer H.S.**, Davis J., Majeskie M., Richmond B., Davidson R.J., and Baker T.B. (2009) An fMRI investigation of the impact of withdrawal on nicotine anticipation. *Psychophysiology*, 46, 681–693.

Brefczynski-Lewis J.A., Lutz A., **Schaefer H. S.**, Levinson D.B., Davidson R.J. (2007) Neural correlates of attentional expertise in long-term meditation practitioners. *PNAS*, 104 (27), 11483-11488.

van Reekum C.M., Johnstone T., Urry H.L., Thurow M.E., **Schaefer H.S.**, Alexander A.L., and Davidson R.J. (2007) Gaze fixations predict brain activation during the voluntary regulation of picture-induced negative affect *Neuroimage*, 36(3), 1041-55

van Reekum C.M, Urry H.L., Johnstone T., Thurow M.E., Frye C.J., Jackson C.A., **Schaefer H.S.**, Alexander A.L., and Davidson R.J. (2007) Individual Differences in Amygdala and Ventromedial Prefrontal Cortex Activity are Associated with Evaluation Speed and Psychological Well-being. *J. Cogn. Neurosci*, 19, 237-248

Schaefer H.S., Putnam K.M., Benca R.M., and Davidson R.J.. (2006) Event-related fMRI measures of neural activity to positive social stimuli in pre- and post-treatment depression. *Biological Psychiatry*, 60 (9), 974-86. [10.1016/j.biopsych.2006.03.024](https://doi.org/10.1016/j.biopsych.2006.03.024)

Coan, J.A., **Schaefer, H.S.**, & Davidson, R. J. (2006). Lending a hand: Social regulation of the neural response to threat. *Psychological Science*, 17 (12), 1032-1039.

Larson C.L., **Schaefer H.S.**, Siegle G.J., Jackson C.A.B., Anderle M.J., and Davidson R.J. (2006) Fear is fast in phobic individuals: Amygdala activation in response to fear-relevant stimuli. *Biological Psychiatry*, 60, 410-417.

Urry H.L., van Reekum C.M., Johnstone T., Kalin N.H., Thurow M.E., **Schaefer H.S.**, Jackson C.A., Frye C.J., Greischar L.L., Alexander A.L, and Davidson R.J.(2006) Amygdala and ventromedial prefrontal cortex are inversely coupled during regulation of negative affect and predict the diurnal pattern of cortisol secretion among older adults. *Journal of Neuroscience* 26(16): 4415-4425

Nitschke J.B., Sarinopoulos I., Mackiewicz K.L., **Schaefer H.S.**, and Davidson R.J.. (2006) Functional neuroanatomy of aversion and its anticipation. *NeuroImage*, 29, 106-116.

Dalton K.M., Nacewicz B.M., Johnstone T., **Schaefer H.S.**, Gernsbacher M.A., Goldsmith H.H., Alexander A.L., and Davidson R.J.. (2005) Gaze fixation and the neural circuitry of face processing in autism. *Nature Neuroscience*, 8, 519-26.