

CURRICULUM VITAE
Hector I. Lopez-Vergara

Center for Alcohol and Addiction Studies
Brown University
Box G-S121-4
Providence, RI 02912
Phone: (401) 863-6626
Email: hector_lopez-vergara@brown.edu

EDUCATION

- 2003-2007 University of Texas at El Paso
B.A. Psychology (*Major: Psychology; Minor: Sociology*)
- 2007-2014 University at Buffalo, State University of New York
M.A. Psychology
Ph.D. Clinical Psychology
- 2014-2017 Center for Alcohol and Addiction Studies, Brown University
T32 Post-doctoral Fellowship (Addictions Research)

APA-APPROVED CLINICAL RESIDENCY

- 2013-2014 Jewish Board of Family and Children's Services
Primary Rotation: Adolescent Track - Manhattan West Clinic
Secondary Rotation: Kaplan House young adult residential facility for individuals who are leaving foster care and are at-risk for homelessness

ADDITIONAL TRAINING

- 2013 University of Kansas Center for Research Methods and Data Analysis (CRMDA)
Structural Equation Modeling: Foundations and Extended Applications
Applied Latent Class Analysis and Finite Mixture Modeling
Structural Equation Modeling and Data Analysis with Mplus
- 2015 National Institute on Drug Abuse (NIDA) Diversity Scholars Network
mentored grant writing professional development program

AWARDS AND HONORS

- 2003-2007 Montgomery G.I. Bill for undergraduate study
- 2007-2011 SUNY-Buffalo Arthur A. Schomburg Fellowship
- 2012-2014 Post 9/11 G.I. Bill for graduate study
- 2013 Society of Multivariate Experimental Psychology minority fellowship to attend the University of Kansas CRMDA Summer Institute in Statistics
- 2015; 2016 Research Society on Alcoholism Junior Investigator Award
- 2015-2018 National Institutes of Health (NIH) Loan Repayment Program Awardee
- 2016 Robert Wood Johnson Foundation travel award to attend the New Connections 10th Annual Symposium

ACADEMIC APPOINTMENTS

2017-present Assistant Professor (Research), Brown University Department of Behavioral and Social Sciences

CURRENT RESEARCH SUPPORT

- K08 AA024794 Lopez-Vergara (PI) 05/10/17-04/30/22
Dual-Process Models of Alcohol Use in Late Adolescence
This grant has two main aims, the first is to test a framework that can be used to quantify etiological heterogeneity of alcohol involvement. The second aim involves testing whether the co-occurrence between alcohol involvement, cannabis involvement, and psychopathology can be explained by distinct permutations of transdiagnostic mechanisms.
Role: Principal Investigator

COMPLETED RESEARCH SUPPORT

- 2005-2007 National Institute of Mental Health (NIMH) Career Opportunities in Research (COR) Education and Training Honors Undergraduate Research Training Grant (T34) (\$18,982)
- 2009-2011 National Institute on Drug Abuse (NIDA) Diversity Supplement for “Motivation in Context: Risk for Early Substance Use” parent project R01 DA020171 (\$52,000)
- 2014-2017 National Institute on Alcohol Abuse and Alcoholism (NIAAA) Alcohol Intervention Treatment Outcome Research Training (T32 AA007459) (PI: Monti)

PEER-REVIEWED PUBLICATIONS

1. Colder, C. R., Trucco, E. M., **Lopez, H. I.**, Hawk, L. W., Read, J. P., Weiczorek, W. F., & Eiden, R. D. (2011). Reinforcement sensitivity theory and laboratory assessments of BIS and BAS in children. *Journal of Research in Personality*, 45, 198-207.
2. O'Connor, R. M., **Lopez-Vergara, H. I.**, & Colder, C. R. (2012). Implicit cognition and substance use: The role of controlled and automatic processes in children. *Journal of Studies on Alcohol and Drugs*, 73, 134-143.
3. **Lopez-Vergara, H. I.**, Colder, C. R., Hawk, L. W., Wieczorek, W. F., Eiden, R. D., Lengua, L. J., & Read, J. P. (2012). Reinforcement sensitivity theory and alcohol outcome expectancies in early adolescence. *The American Journal of Drug and Alcohol Abuse*, 38, 130-134.
4. Vergara-Lopez, C., **Lopez-Vergara, H. I.**, & Colder, C. R. (2013). Executive functioning moderates the association between motivation and adolescent depressive symptoms. *Personality and Individual Differences*, 54, 18-22.
5. **Lopez-Vergara, H. I.**, & Colder, C. R. (2013). An examination of the specificity of motivation and executive functioning in ADHD symptom-clusters in adolescence. *Journal of Pediatric Psychology*, 38, 1081-1090.
6. Colder, C. R., Read, J. P., Wieczorek, W. F., Eiden, R. D., Lengua, L. J., Hawk, L. W., Trucco, E. M., & **Lopez-Vergara, H. I.** (2015). Cognitive appraisals of alcohol use in early adolescence: Psychosocial predictors and reciprocal associations with alcohol use. *Journal of Early Adolescence*, 1-34.

7. Vergara-Lopez, C., **Lopez-Vergara, H. I.**, & Roberts, J. E. (2016). Testing a “content meets process” model of depression vulnerability and rumination: Exploring the moderating role of set-shifting deficits. *Journal of Behavior Therapy and Experimental Psychiatry*, 50, 201-208.
8. **Lopez-Vergara, H. I.**, Spillane, N. S., Merrill, & Jackson, K. M. (2016). Developmental trends in alcohol use initiation and escalation from early to middle adolescence: Prediction by urgency and trait affect. *Psychology of Addictive Behaviors*, 30, 578-587.
9. Merrill, J. E., **Lopez-Vergara, H. I.**, Barnett, N. P., & Jackson, K. M. (2016). Hypothetical evaluations of positive and negative alcohol consequences in adolescents across various levels of drinking experience. *Psychology of Addictive Behaviors*, 30, 811-818.
10. **Lopez-Vergara, H. I.**, Merrill, J. E., Janssen, T., & Jackson, K. M. (2017). Social and individual-level predictors of alcohol use initiation and escalation: Replicating and extending tests of differential effects. *Journal of Studies on Alcohol and Drugs*, 78, 452-457.

POSTERS

1. Resor, M. R., **Lopez, H. I.**, Clayton, N. V., & Cooper, T. V. (2005, November). *Substance use and related attitudes in Hispanic college students*. Poster session was presented at the annual meeting of the Association of Behavioral and Cognitive Therapy, Washington, D.C.
2. **Lopez, H. I.**, Resor, M. R., & Cooper, T. V. (2005, November). *An assessment of club drug use in Mexican American college students*. Poster session was presented at the annual meeting of the Association of Behavioral and Cognitive Therapy, Washington, D.C.
3. **Lopez, H. I.**, Resor, M. R., & Cooper, T. V. (2006, November). *Club drug use in Hispanic college students*. Poster presented at the annual Career Opportunities in Research Conference, Washington, D.C.
4. Rodriguez, D., Cooper, T. V., Stoeber, C. J., **Lopez, H. I.**, Blow, J., & Cabriaes, J. A. (2006, November). *Tobacco use, weight, and depression in a Hispanic sample*. Poster session presented at the annual meeting of the Association of Behavioral and Cognitive Therapies, Chicago, Illinois.
5. **Lopez, H. I.**, Hu, D., Rodriguez-Esquivel, D., Salgado, F., & Cooper, T. V. (2006, November). *An assessment of club drug use and its correlates in Hispanic college students*. Poster session presented at the annual meeting of the Association of Behavioral and Cognitive Therapies, Chicago, Illinois.
6. Rodriguez-Esquivel, D., Cooper, T. V., **Lopez, H. I.**, Taylor, T., & Venegas, J. (2007, March). *An assessment of sexual risk attitudes, behaviors, and communication in a sample of Mexican American college students*. Poster session presented at the annual meeting of the Society of Behavioral Medicine, Washington, D.C.
7. **Lopez, H. I.**, Taylor, T., Cooper, T. V., Kantin, A., Resor, M. R. (2007, March). *Smoking status impact on club drug use and potential correlates in a predominantly Hispanic college student sample*. Poster session presented at the annual meeting of the Society of Behavioral Medicine, Washington, D.C.
8. **Lopez, H. I.**, & Colder, C. R. (2010, March). *Reinforcement sensitivity theory and alcohol outcome expectancies in early adolescence*. Poster session presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.

9. Vergara-Lopez, C., **Lopez-Vergara, H. I.**, & Colder, C. R. (2012, March). *An investigation of the role of executive functioning in adolescent depression*. Poster session presented at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC, Canada.
10. **Lopez-Vergara, H. I.**, Colder, C. R., Hawk, L. W., Wieczorek, W. F., Read, J. P., & Lengua, L. (2012, March). *Trajectories of adolescent implicit and explicit alcohol attitudes and the role of parental drinking*. Poster session presented at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC, Canada.
11. **Lopez-Vergara, H. I.**, Colder, C. R., & Hawk, L. W. (2012, March). *A dual systems model of ADHD: Reinforcement sensitivity theory and executive functioning*. Poster session presented at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC, Canada.
12. Vergara-Lopez, C., **Lopez-Vergara, H. I.**, & Colder, C. R. (2013, April). *Sensitivity to reward and punishment predicts childhood depression at a 2-year follow-up*. Poster session presented at the biennial meeting of the Society for Research on Child Development, Seattle, WA.
13. **Lopez-Vergara, H. I.**, & Colder, C. R. (2013, April). *Temperament moderates the prospective relationship between alcohol use and alcohol-related problems*. Poster session presented at the biennial meeting of the Society for Research on Child Development, Seattle, WA.
14. Vergara-Lopez, C., **Lopez-Vergara, H. I.**, & Roberts, J. E. (2014, October). *A prospective examination of the relationship between negative content, cognitive control, rumination, and depressive symptoms*. Poster session presented at the 2014 University of North Carolina at Chapel Hill Invited Depression and Neuroscience Meeting, Chapel Hill, NC.
15. **Lopez-Vergara, H. I.**, Spillane, N. S., Merrill, S. M., Colby, S. M., & Jackson, K. M. (2015, June). *Personality predictors of alcohol use initiation and escalation from early to middle adolescence*. Poster session presented at the 2015 meeting of the Research Society on Alcoholism, San Antonio, TX.
16. **Lopez-Vergara, H. I.**, Colby, S. M., Moreno, O., & Jackson, K. M. (2016, June). *Environmental adversity, liability for dysregulated action, and adolescent drinking: Testing a mediational framework across a sample of non-Latino White and Latino youth*. Poster session presented at the 2016 meeting of the Research Society on Alcoholism, New Orleans, LA.
17. **Lopez-Vergara, H. I.**, Vergara-Lopez, C., Scalco, M., & Jackson, K. J. (2017; May). *A mixture-modeling framework for "unpacking" comorbidity and etiological heterogeneity of adolescent alcohol use*. Poster session presented at the 2017 meeting of the Association for Psychological Science, Boston, MA.

PRESENTATIONS

1. **Lopez, H. I.**, & Masson, C. L. (2006, August). *A model of case management for depressed stimulant dependent medical patients: Preliminary results*. Symposium presented at the University of California at San Francisco Summer Research Training Program, and at the Career Opportunities in Research Conference, Washington, D.C.
2. **Lopez, H. I.**, Cooper, T. V., Resor, M. R., Schneider, G. E., Venegas, J., & Natividad, L. A. (2006, November). *Substance use related attitudes in a Hispanic community sample*. In M. R. Resor (Chair), Translational research with regard to multi-cultural substance use. Symposium was conducted at the annual meeting of the Association of Behavioral and Cognitive Therapies, Chicago, Illinois.

3. **Lopez, H. I.** (2009, September). *Reinforcement sensitivity theory and substance use attitudes and beliefs (implicit & explicit)*. Presented at the University at Buffalo's clinical psychology colloquium series.

AD HOC JOURNAL REVIEWER

Addiction; Journal of Studies on Alcohol and Drugs; Psychology of Addictive Behaviors; Addictive Behaviors; Journal of Personality; PLOS ONE; Substance Abuse Research & Treatment; Journal of Adolescent Health; Neuropsychiatric Disease & Treatment

SERVICE

2008-2012 University at Buffalo Student Diversity Day Coordinator and Speaker

2010-2011 University at Buffalo Collegiate Science & Technology Entry Program (CSTEP)
"Avenues for Psychology" panel discussant for program designed to enhance the competitiveness of talented underrepresented students pursuing professions in the mental health field

2014-present Brown University Diversity Committee

COURSES – ADJUNCT INSTRUCTOR – SUNY BUFFALO

Fall 2011 Introduction to Psychology

Spring 2012 Introduction to Psychology

Summer 2012 Educational Opportunities Program (EOP) summer psychology prep-course for underrepresented students

Fall 2012 Introduction to Psychology

Spring 2013 Introduction to Psychology

COURSES – ADJUNCT INSTRUCTOR – RHODE ISLAND COLLEGE

Fall 2015 Drugs and Chemical Dependency

Fall 2016 Drugs and Chemical Dependency

PROFESSIONAL AFFILIATIONS

Psi Chi (National Psychology Honor Society)

Research Society on Alcoholism

NIDA Diversity Scholars Network

New Connections

Association for Psychological Science

SKILLS

Computers: SAS, Mplus, E-Prime

Languages: Spanish (Fluent/Native)

CLINICAL WORK EXPERIENCE

Jewish Board of Family and Children's Services (JBFCS)-Manhattan West Clinic; Psychology Intern (2013-2014)

The JBFCS-Manhattan West Clinic offers outpatient mental health services to children, adolescents, adults, and families. The clinic offers psychological services to a diverse community and emphasizes evidence-based practices.

- Maintain a caseload of clients with diverse presenting problems, race/ethnicity, sexual orientation, and socio-economic status.
- Conduct evidence-based assessments of psychopathology, intelligence, academic achievement, executive functioning, etc.
- Receive weekly training of pertinent clinical topics such as mandated reporting, diversity and culture in psychotherapy, evidence-based treatments, addressing family violence, ethics, etc.
- *Supervisors:* Susan Paula, Ph.D., Elizabeth Snipes, Psy.D.

Rita J. & Stanley H. Kaplan House; Psychology Intern (2013-2014)

Kaplan House is an urban residential facility located in Manhattan's East Village. The facility provides extensive independent living skills, therapeutic, and support services for 25 older adolescent males (ranging in age from 16 to 21) who are beginning the transition to leave the foster care system. Kaplan House aims to facilitate the acquisition of skills necessary for independent living.

- Conduct evidence-based assessments of various areas of functioning (e.g., cognitive, socio-emotional, trauma-related), with the aim of informing the services needed to successfully transition the residents to independent living.
- Provide individual therapy aimed to ameliorate psychological problems (e.g., depression, anxiety, aggression, post-traumatic stress disorder, substance abuse, etc.) that may impede a successful transition to independent living.
- Conduct weekly group therapy aimed at preventing substance use related problems. Groups emphasize the development of mood regulation skills, effective communication, refusal skills, and building motivation to abstain from drug use.
- *Supervisor:* Meg Wolder, Ph.D., Elizabeth Snipes, Psy.D.

Erie County Forensic Mental Health Services (ECFMHS); Clinician (2012-2013)

ECFMHS is a mental health clinic housed at the Erie County Holding Center and provides mental health services to non-arraigned, non-sentenced, sentenced, and federal inmates who have been referred for consultation.

- Maintain a caseload of clients with diagnoses ranging from serious mental illness (e.g., Schizophrenia, Bipolar Disorder, Major Depression) to Personality Disorders (e.g., Antisocial Personality Disorder, Borderline Personality Disorder), Anxiety and Stress Disorders (e.g., Panic Disorder, Post Traumatic Stress Disorder)
- Assessment of suicidal and homicidal ideation of referred inmates
- Treatment of psychopathology in a prison context
- *Supervisor:* Daniel Antonius, Ph.D.

UB's Community Parent Education Program (COPE); clinician (2011-2012)

COPE groups are designed to teach behavior modification skills to parents of children aged 3 to 18 years old. COPE uses a social learning model to teach parents to functionally understand current family interaction patterns and introduce steps to modify such behavior patterns in an effort to increase child compliance.

- Co-lead parent training groups for parents of children with externalizing behavior problems
- *Supervisor:* Sarah Salvy, Ph.D., Alex Cogswell, Ph.D.

UB's Social Skills Training Group; Clinician (2011-2012)

The social skills training group is designed to increase interpersonal competence in children (varying in age from 4 to 12 years) by targeting several social skills such as cooperation, asking questions, etc. Modeling, positive reinforcement, negative reinforcement, and cognitive reframing techniques are used to shape specific social skills. Skills are introduced by instruction and modeling, and practiced by playing games and activities.

- Co-lead social skills groups for children with externalizing and internalizing behavior problems
- Designed and implemented individualized treatment plans for difficult to handle children
- *Supervisors:* Sarah Salvy, Ph.D., Alex Cogswell, Ph.D.

Erie County Medical Center (ECMC) Adolescent Inpatient Unit; Clinician (2009-2010)

Co-lead an Adolescent Skills Education Training (ASET) group, designed to prevent substance abuse and related negative life outcomes in at risk youth.

- Provide group therapy targeting emotion regulation, listening, assertiveness, and refusal skills.
- *Supervisors:* Jennifer Read, Ph.D., Sarah Salvy, Ph.D., & Dory Marshall, M.D.

UB-Psychological Services Center (PSC); Clinician (2007-2013)

The PSC is a training clinic that offers psychological services to the Erie County community using a sliding scale fee. Services are provided for children, adolescents, adults, and families.

- Maintain a caseload of clients with a range of problems, including anxiety, mood, substance use disorders, and personality and psychosocial problems
- Provide assessment and treatment for children, adolescents, adults, and families
- Provide services using empirically supported interventions
 - Examples of treatment approaches implemented include: Cognitive-Behavioral Treatment, Behavioral Activation, Grief Therapy, Interpersonal Psychotherapy, Assertiveness Training, Narrative Therapy, Motivational Interviewing, Behavior Modification, and Exposure and Response Prevention.
- Conduct evidence based assessment using several structured and semi-structured measures
 - Assessment tools I have used include: The Minnesota Multiphasic Personality Inventory-2 (MMPI-2), the Mini-International Neuropsychiatric Interview (MINI), the Wechsler Adult Intelligence Scale (WAIS-IV), the Wechsler Abbreviated Scale of Intelligence (WASI-II), the Wechsler Intelligence Scale for Children (WISC-IV), the Wide Range Achievement Test (WRAT-3), the Schedule of Adaptive and Nonadaptive Personality-2 (SNAP-2), and the Children's Interview for Psychiatric Syndromes-parent and child report versions (ChIPS).
 - *Supervisors:* John Roberts, Ph.D., Leonard Simms, Ph.D., Jack Anchin, Ph.D., Stephen Tiffany, Ph.D., Sherry Thomas, Ph.D., Jennifer Read, Ph.D., Sarah Salvy, Ph.D., Alex Cogswell, Ph.D.

San Francisco General Hospital (SFGH); Interviewer (2006)

SFGH in partnership with the University of California at San Francisco (UCSF) conducted a pilot study to investigate the efficacy of an intervention tailored for individuals with co-occurring stimulant dependence and major depressive disorder.

- Assisted in recruitment at SFGH's Psychiatric Emergency Services; Assessed eligibility of newly admitted patients by screening for psychopathology, drug use, and interest in study.
- Shadowed a post-doctoral intern during home visitation for individuals who missed interview sessions.
- *Supervisor:* Carmen L. Masson, Ph.D.

In-home Treatment; Behavior Therapist (2004-2005)

Using the Lovaas model of applied behavior analysis (ABA) provided in-home therapy to a 9-year-old boy with autism.

- Conducted 3 hours of one-on-one therapy 4 times a week
- *Supervisor:* James Deehr, B.A. of AACT Now