

Geoffrey Steinberg, Psy.D.

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Licenses

PENNSYLVANIA

Licensed Psychologist #PS018259 | 2017 - Present

NEW YORK

Licensed Psychologist #016942 | 2006 - Present

Post-Doctoral Education

PSYCHOANALYTIC TRAINING | INDEPENDENT | 2008 - PRESENT

- Clinical supervision, focusing on case conceptualization from a contemporary, relational perspective, weekly.
- Personal psychoanalysis, ranging from two- to four-times per week.
- Independent study through selected readings and conference attendance.

Education

DOCTOR OF PSYCHOLOGY (PSY.D.) | ANTIOCH UNIVERSITY NEW ENGLAND, KEENE, NH | 2005

Department of Clinical Psychology

Accredited, American Psychological Association

Dissertation defended and manuscript accepted, 2004

'Bridging Developmental Theory and University Counseling Center Practice'

MASTER OF SCIENCE (M.S.) | ANTIOCH UNIVERSITY NEW ENGLAND, KEENE, NH | 2002

BACHELOR OF ARTS (B.A.), PSYCHOLOGY | UNIVERSITY OF MARYLAND, COLLEGE PARK | 1994

Clinical Experience

PRIVATE PRACTICE | NEW YORK, NY | 2006 - PRESENT

- I work with adults in long-term, psychoanalytically-informed psychotherapy. Prominent issues include relationship problems, aftermath of abuse or neglect in the family of origin, isolation and avoidance, existential concerns, depression, anxiety, obsessions, impulsivity, substance abuse, personality disorders, interpersonal concerns in the workplace, developmental issues in relation to education and work, parenting.
- Gay men represent a significant portion of my practice, and I work from a gay-affirmative perspective, with attention to internalized homophobia in relation to shame, self-worth, and defenses against vulnerability in intimate relationships.
- With a foundation in my training experiences in university counseling centers, college student mental health remains a focus of my practice, in particular engaging in longer-term psychotherapy than typically can be accommodated within counseling centers. Issues include separation-individuation, emotional regulation, and identity formation in contexts of interpersonal relationships and career development.
- My practice maintains a holistic team approach when clinically indicated, involving collaboration with other professionals as such as psychiatrists, group and couple's therapists, and medical providers.

STAFF PSYCHOLOGIST | PESACH TIKVAH - DOOR OF HOPE, BROOKLYN, NY | 2004 - 2008

- I gained the required, supervised post-doctoral, pre-licensure hours working in a community mental health center in Brooklyn's Hassidic Jewish community. This was an immersion experience within a cultural milieu previously unfamiliar to me.
- In the Continuing Day Treatment Program, I practiced individual and group psychotherapy with Orthodox and Hassidic clients, most of whom carried diagnoses of schizophrenia, schizoaffective disorder, and other serious and persistent mental illnesses. This role also involved conducting clinical intakes, full-battery assessments, and maintaining treatment planning and progress documentation in compliance with city and state requirements.
- I continued working at Pesach Tikvah longer than the year required to accrue supervised hours because I felt motivated to help the agency adapt to changes required by the New York State Office of Mental Health. The challenge was to redesign the Continuing Day Treatment Program to comply with the State's new 'recovery-based' initiative for patients to pursue joining the workforce, while also preserving the program's value in providing psychotherapy to a stigmatized population within an under-served community. My contribution to help the agency strike such a balance included redesigning the treatment planning process and writing a manual of group therapy protocols for over forty groups.
- In a secondary role, I provided consultation to the agency's residential program for developmentally disabled adult women. Responsibilities included developing behavior plans, designing and implementing a new system for proactive milieu treatment, facilitating a support group for direct care workers, and chairing the Human Rights Committee.

PRE-DOCTORAL INTERN | STONY BROOK UNIVERSITY COUNSELING CENTER, STONY BROOK, NY | 2003 - 2004

- The Counseling Center at Stony Brook University defined its internship program as both psychoanalytic and multicultural. The didactic seminars struck a balance between study of psychoanalytic texts and creating a 'holding environment' for interns' growth and development, a stance that paralleled the opportunity to provide year-long, often twice-weekly individual and group psychotherapy to undergraduate and graduate students. The Stony Brook student population was highly diverse, as many students were first-generation U.S. citizens and often were the first in the family to pursue higher education. Supervision and case conferences integrated such diversity with analytically-informed practice.
- In additional roles, I provided clinical supervision to an advanced doctoral student and received 'supervision of supervision'; as well as crisis intervention and outreach, including serving as a guest speaker on the campus radio program, "Taking Care of Yourself."

PRE-DOCTORAL PRACTICUM TRAINEE | CENTER FOR COUNSELING AND STUDENT DEVELOPMENT, NORTHEASTERN UNIVERSITY, BOSTON, MA | 2001 - 2002

- My second pre-doctoral training experience was set in the counseling center of an urban university counseling center. This practicum began just days prior to September 11, 2001. It was a challenge to be pressed into crisis intervention duty in relation to students personally affected by the tragedy, including co-leading a group focusing on grief.
- Practiced short-term individual psychotherapy with undergraduate and graduate students. I also co-led therapy groups using both interpersonal/process-oriented and psychoeducational models. Additional roles included performing intakes for new clients presenting for services, crisis intervention for walk-in students, and coordination of care with the campus health service, disability resource center, and external practitioners.
- The training experience included individual and group supervision and a range of seminars, including substance abuse, ethics, and outreach.
- After the practicum ended, I returned to Counseling Center in a paid position as a part-time clinician.

PRE-DOCTORAL PRACTICUM TRAINEE | TEWKSBURY HOSPITAL, TEWKSBURY, MA | 2000 - 2001

- My first training experience took place at the kind of psychiatric hospital that rarely exists anymore, where patients could maintain residency for as long as necessary. For some, this was measured not in years but in decades—a remarkable opportunity to form therapeutic alliances with treatment refractory patients. I practiced individual psychotherapy, co-led process-oriented group psychotherapy, and conducted full battery and neuropsychological assessments. I also participated in a MICA conference and presented at Neurobehavioral Rounds.
- Participation in a multidisciplinary treatment team allowed me to witness the systems and processes of institutionalized psychiatric care. This exposure proved invaluable in subsequent, outpatient settings with respect to understanding how to communicate with psychiatric hospital personnel when indicated.

Academic Experience

ADJUNCT ASSISTANT PROFESSOR | DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, NY | 2013 - 2015

- For the Counseling program, I provided clinical supervision to masters-level graduate students in relation to their practicum counseling work at the university's in-house clinic, the Dean Hope Center for Educational and Psychological Services. Supervision was conducted in a small group—typically four students—who presented cases and reviewed digital video recordings of counseling sessions. The main focus of the practicum was learning to apply theory to practice, and to this end students were responsible for writing a theoretically-informed case conceptualization paper.
- For the Clinical program, I facilitated a Fieldwork seminar in which students were encouraged to reflect on their experiences in external fieldwork sites, e.g., research institutions and community mental health centers. The emphasis of the seminar was on development of professional identity, including self-reflection in contexts of group process, both within the seminar and within fieldwork sites' organizational and supervisory systems.

ADJUNCT FACULTY | SUNY EMPIRE STATE COLLEGE AT HAUPPAUGE, HAUPPAUGE, NY | 2004

- I taught a Psychology 101 course to adult/returning undergraduate students in an interactive, small group format. This was a rotation of the Stony Brook University internship.

RESEARCH ASSISTANT | ANTIOCH UNIVERSITY NEW ENGLAND | 2001 - 2004

- Supporting my academic advisor's responsibilities for the department's program evaluation, I analyzed quantitative and qualitative survey data on professional outcomes for graduates of the doctoral program and contributed to annual reporting to the American Psychological Association to document accreditation requirements.

TEACHING ASSISTANT | ANTIOCH UNIVERSITY NEW ENGLAND | 2001- 2002

- For a course in Clinical Supervision, I facilitated supervision exercises, providing verbal and written feedback to doctoral students as they practiced supervision techniques.
- For the Fundamental Clinical Skills course, I prepared and presented lectures, facilitated role-play exercises and provided students feedback with respect to their efforts to develop technique in interviewing, active listening, crisis intervention, and other fundamental skills.

PROJECT COORDINATOR | PASSARIELLO COLLOQUIUM, ANTIOCH UNIVERSITY NEW ENGLAND | 2000 - 2001

- The Department of Clinical Psychology held a lecture series on LGBT issues and psychology in memory of Neil Passariello, a student who died of AIDS-related complications in 1990, his fourth year of academic coursework toward his doctorate. For the event in 2000, I worked with a team to develop an experiential project. Students and faculty were invited to 'walk in the shoes' of an LGBT person through activities designed to immerse the participant in facets of LGBT culture. The aim of this project was to enhance graduate students' cultural competence in LGBT issues. My role included developing a companion website to promote the event and to guide participants through the process. The project is archived at drgeoffreysteinberg.com/passariello

Volunteer Experience

VOLUNTEER | PRIDESTRONG WEEKLONG, THE CENTER FOR ANIMAL RESEARCH AND EDUCATION (C.A.R.E.), BRIDGEPORT, TX | 2016 - PRESENT

- I developed a working relationship with an animal sanctuary in Texas that cares for endangered, exotic animals, such as tigers and lions. The sanctuary's Operations Director launched an initiative to challenge his social media followers to mobilize from passive consumption of internet content to active volunteering. For one week, participants volunteer for local non-profit organizations that help animals, then report their experiences through an on-line survey. Working closely with a small team, I operationalized this idea through research design, project management, data analysis, and web development. Quantitative and qualitative results can be found at PrideStrong.com

FOUNDER & EXECUTIVE DIRECTOR | THERAPYSAFETYNET, NEW YORK, NY | 2007 - 2013

- Soon after opening my practice, I received more inquiries from prospective clients without health insurance than I could accommodate. It became apparent that a substantial population of young people working in creative industries, as freelancers, in the service industry, or some combination of the above were falling through the cracks. In response to this need, I founded a free, Internet-based referral service. TherapySafetyNet grew into a coalition of socially

responsible psychologists and social workers who provided affordable psychotherapy to uninsured New Yorkers. Each inquiry was personally handled by our team of volunteer referral coordinators, and when a referral could not be made within our group, we helped connect prospective clients to other affordable resources in the community. When the Affordable Care Act became law, I decided to cease TherapySafetyNet's operations as a referral service so as to encourage any uninsured people to purchase insurance through the exchange. An archive of our work, including self-study outcome evaluation, remains at TherapySafetyNet.org

VOLUNTEER | GERIATRIC PSYCHIATRY UNIT, NATIONAL INSTITUTE OF MENTAL HEALTH, NATIONAL INSTITUTES OF HEALTH, BETHESDA, MD | 1995

- I contributed to data analysis to support research design and reporting efforts for studies of cognitive changes that occur with probable Alzheimer's Disease. These contributions were contextualized by the significant learning opportunity afforded by witnessing internal operations of NIH, including team meetings and observing basic research drug trials with Alzheimer's patients.

VOLUNTEER | MAINE LABOR GROUP ON HEALTH, AUGUSTA, ME | 1994 - 1995

- During a college summer break, I volunteered at a non-profit occupational health and safety organization that provided training to a variety of trade unions. Their Director identified a need to measure in a more organized manner union apprentices' safety-related knowledge and skills. To address this need, I developed a project that included literature review, interviews with State and Federal government experts in occupational safety, and meetings with Labor representatives to discuss construction workers' beliefs and practices regarding safety procedures. These efforts resulted in a compilation of behavioral competencies that formed the bases for the design of a safety skills testing instrument. After that summer, I returned as a paid consultant to attend the Eastern Seaboard Apprenticeship Conference (ESAC), where I met with Labor representatives to enlist their aid in further refining and validating this test.

Pre-Doctoral Research and Institutional Experience

RESEARCH ANALYST | WESTAT, ROCKVILLE, MD | 1995 - 1999

- Upon college graduation, I began working as a part-time research assistant for the Human Factors & Safety Group of COMSIS Corporation. This group specialized in the human requirements of what, at the time, were emerging intelligent transportation system (ITS) technologies, for example, guidelines for the kinds of information that should be available to drivers using in-vehicle navigation systems. Initial responsibilities included a literature review on effects of cellular phone use on driver distraction and conducting daily operations of a longitudinal field study of driver annoyance with the false alarms that could be triggered by in-vehicle crash avoidance warning systems. My work on these projects was recognized, leading to a full-time Research Assistant position with added responsibilities of managing a library of technical literature and supervising research assistants.
- In addition to projects for the National Highway Traffic Safety Administration and the Federal Highway Administration, I was on project teams for usability studies for Discovery Communications, product safety evaluations for the Consumer Product Safety Commission, and a small business innovative research grant (SBIR) for development of climbing and reaching devices for older people, sponsored by the National Institute on Aging.
- When COMSIS faced dissolution in 1997, I moved with our small team as the human factors consulting practice was acquired by Westat, a larger research organization. At Westat, I continued to work in multiple aspects of government- and industry-sponsored human factors studies in transportation. Responsibilities included conducting literature reviews, developing research protocols, running laboratory and field experiments, co-hosting expert panel workshops, training and supervising research assistants, reducing and analyzing data, and writing technical reports. Working in a consulting practice contributed to developing project management skills that have been applicable to many subsequent roles.

TEMP | THROUGH HELP UNLIMITED TEMPS, INC., INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (THE WORLD BANK), WASHINGTON, DC | 1991 - 1993

- As a temp at the Bank during summer breaks from college, my assignments initially were secretarial. As I developed working relationships with Human Resources staff, I was assigned more technical duties. I assisted in administering and analyzing an organization-wide survey of Bank staff's attitudes towards reassignment and promotion practices. Later, I worked closely with two Industrial/Organizational psychologists to develop behavioral competencies and 'upward feedback' criteria. Responsibilities included organizing focus groups and interpreting results. I also provided administrative support to the Bank's Employee Assistance Program, a role that afforded an inside view into the Bank's multicultural, multilingual provision of psychological services.

Publications, Presentations & Reports

- Krahn, D., Steinberg, G., Cohen, M., & Smudde, E. (2017). *PrideStrong Weeklong: January 2017 results*. Bridgeport, TX: Center for Animal Research and Education.
- Krahn, D., Steinberg, G., & Cohen, M. (2016). *PrideStrong Weeklong: July 2016 results*. Bridgeport, TX: Center for Animal Research and Education.
- Steinberg, G. (2011). *TherapySafetyNet: Four-year outcome evaluation of a free referral service for uninsured New Yorkers*. New York, NY: TherapySafetyNet.
- Steinberg, G. (2004). *Bridging developmental theory and university counseling center practice*. Doctoral dissertation, Antioch University New England.
- Hawes, S., & Steinberg, G. (2002). *Results of the 2001 survey of clinical psychology graduates*. Keene, NH: Department of Clinical Psychology, Antioch University New England.
- Lerner, N. D., Steinberg, G. V., & Hanscom, F. (1999). *Development of countermeasures for driver maneuver errors*. (Report No. FHWA-RD-00-022). Washington, DC: Federal Highway Administration.
- Freedman, M., Llaneras, R.E., & Steinberg, G.V. (1998). *Expert panel on in-situ measurement of naturalistic driving*. Final report under contract DTNH22-95-D-07019. Washington, DC: National Highway Traffic Safety Administration.
- Lerner, N., Steinberg, G., Freedman, M., & Boyd, S. (1998). *Human factors integration needs of advanced in-vehicle safety and information systems: Assessment of current status and practice*. Draft report under contract DTNH22-95-D-07019. Washington, DC: National Highway Traffic Safety Administration.
- Lerner, N., Harpster, J., Huey, R., & Steinberg, G. V. (1997). Driver backing behavior research: Implications for backup warning devices. *Transportation Research Record 1573*, 23-29.
- Lerner, N. D., Benel, D. C. R., Huey, R. W., & Steinberg, G. V. (1997). *Hazard delineation for older drivers*. (Report No. FHWA-RD-96-161). Washington, DC: Federal Highway Administration.
- Lerner, N., Steinberg, G., & Perel, M. (1997). *Auditory warning signals for crash avoidance warning devices*. Paper presented at the ITS America 7th Annual Meeting, Washington, DC.
- Harpster, J., Huey, R., Lerner, N., Steinberg, G., & Perel, M. (1997). *Preliminary human factors guidelines for automobile backing warning systems*. Paper presented at the ITS America 7th Annual Meeting, Washington, DC.
- Harpster, J., Huey, R., Lerner, N., & Steinberg, G. (1996). *Backup warning signals: Driver perception and response*. (Report No. DOT HS 808 533). Washington, DC: National Highway Traffic Safety Administration.
- Lerner, N., Dekker, D., Steinberg, G., & Huey, R. (1996). *Inappropriate alarm rates and driver annoyance*. (Report No. DOT HS 808 533). Washington, DC: National Highway Traffic Safety Administration.
- Dekker, D., Benel, D., Lerner, N., & Steinberg, G. (1995). *Driver performance with cellular telephones*. Draft report under contract DTNH22-92-D-07002. Washington, DC: National Highway Traffic Safety Administration.
- Tucker, I., & Steinberg, G. (1995). *Personality style-disorder continua: Correlations between the MCMI-III, New Personality Self-Portrait, and Jungian typology*. Unpublished manuscript, Shepherd College, Shepherdstown, West Virginia.
- Steinberg, G.V. (1994). *Apprenticeship safety training: Assessing construction apprentices' worksite safety competence*. Augusta, Maine: Maine Labor Group on Health, Inc.
- Steinberg, G., Tang, L., & Ranieri, A. (1994). *Trappings of wealth: Perceived autonomy across affluence and gender*. Unpublished manuscript, University of Maryland College Park.
- Steinberg, G. (1994). *As shallow as it gets: Inducing zero recall through practice*. Unpublished manuscript, University of Maryland College Park.
- Personnel Management Department, Personnel Services Division (1993). *Upward feedback process: Literature search notes*. Internal document, International Bank of Reconstruction and Development.
- Personnel Policy Department, Monitoring and Evaluation Division (1991). *A review of reassignment in the Bank*. Internal document, International Bank of Reconstruction and Development.