

Dominic C. Mocerì, M.S.

Biography

Dominic C. Mocerì, M.S. is a former clinical child/pediatric intern in the department of Clinical and Health Psychology at the University of Florida. He received his B.A. from the University of Michigan with a major in psychology and a minor in Spanish Language, Literature and Culture. Dominic obtained his M.S. from Rutgers, The State University of New Jersey, where he is completing his doctoral training, with an expected graduation date of October 1st, 2015.



Clinical Focus

Dominic's has a deep passion for treating individuals across the lifespan with obsessive-compulsive disorder, anxiety disorders, and tic disorders using exposure and response prevention (ERP) and habit reversal therapy (HRT). He also conducts other forms of cognitive-behavioral therapy (CBT) with children, adolescents, and adults for a variety of internalizing and externalizing disorders.

Research Focus

Dominic's research interests focus on the dissemination and implementation of evidence-based practices. Specifically, this has included research on the scalability and sustainability of assessments for school-based prevention and promotion interventions, an effectiveness study on HRT for tics, and a randomized controlled trial on group CBT for social anxiety disorder delivered by school counselors.

Professional Memberships

- Association for Psychological Science (APS)
- Association for Behavioral and Cognitive Therapies (ABCT)
- American Psychological Association (APA)

Courses Taught

- Abnormal Psychology Lab (Research Methods)

Publications

Mocerì, D. C., & Elias, M. J. (2014). Programming for Adolescents in Schools: Implementation of School-Based Prevention and Promotion Interventions for Sustainability. In T. P. Gullotta, & M. Bloom (Eds.), *Encyclopedia of Primary Prevention and Health Promotion Part II*. (2nd Ed., pp. 1402-1410), New York: Springer.

Reyes-Portillo, J. A., White, G., Elias, M. J., & **Mocerì, D. C.** (2014). Resiliency during adolescence: Considering the role of schools and culture. In T. P. Gullotta, & M. Bloom (Eds.), *Encyclopedia of Primary Prevention and Health Promotion Part II*. (2nd Ed., p. 1434-1445), New York: Springer.

Elias, M. J., & **Mocerì, D. C.** (2012). Developing social and emotional aspects of learning: The American experience. *Research Papers in Education: Policy and Practice*, 27, 423-434.

Mocerì, D. C., Elias, M. J., Fishman, D. B., Pandina, R., & Reyes-Portillo, J. A. (2012). The urgency of doing: Assessing the system of sustainable implementation model via the Schools Implementing Towards Sustainability (SITS) scale. *Journal of Community Psychology*, 40, 501-519. doi: 10.1002/jcop.21477.
<http://onlinelibrary.wiley.com/doi/10.1002/jcop.21477/abstract>

Hamed, H., Reyes, J., **Mocerì, D.**, Morana, L., & Elias, M. (2011). Preparing Students for the High School

Transition with Leadership & Empowerment: Helping Middle School Girls GLO. *Educational Leadership*, 68, 70-72.

Boxer, P., Huesmann, L. R., Bushman, B. J., O'Brien, M., & **Moceri, D.** (2009). The role of violent media preference in cumulative developmental risk for violence and general aggression. *Journal of Youth and Adolescence*, 38, 417-428. doi: 10.1007/s10964-008-9335-2. <http://www.springerlink.com/content/4788773215243487/>