

# Mary Phan, M.S.

(updated May 2025)

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## EDUCATION

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### Doctor of Philosophy | Utah State University

Major: Psychology

Specialization: School Psychology

APA-Accredited and NASP-Approved Program

Dissertation: Mindful classrooms: Teachers designing  
and implementing mindfulness interventions

Advisor: Tyler Renshaw, Ph.D.

Logan, UT  
2020–Present

### Master of Science | Utah State University

Major: Psychology

Thesis: Evaluating the effects of a teacher-implemented mindfulness-based  
intervention on teacher stress and student prosocial behavior

Advisor: Tyler Renshaw, Ph.D.

Logan, UT  
2023

### Bachelor of Arts | Temple University

Major: Psychology

*Summa cum laude*, GPA 3.98

School of Arts and Sciences Dean's List

Philadelphia, PA  
2014–2016

### Associate of Arts | Bucks County Community College

*Summa cum laude*, GPA 4.0

Liberal Arts President's List

Newtown, PA  
2011–2014

## AWARDS & GRANTS

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### 2025 Recognition for Outstanding Student Research

*National Association of School Psychologists*

December 2024

### CEMRAT2 Research Grant

*American Psychological Association*

Award: \$750

December 2024

### Health Policy Research Scholars Dissertation Award

Robert Wood Johnson Foundation

*Johns Hopkins Bloomberg School of Public Health*

Award: \$9,042

September 2024

### Kenneth W. Merrell Scholarship

*Utah State University*

Award: \$1,607

June 2024

### Health Policy Research Scholar Travel Award

May 2024

*Robert Wood Johnson Foundation*

Award: \$1,200

**Equity, Diversity, & Inclusion Scholarship**

October 2023

*Academy Health*

Award: \$1,500

**Dissemination and Implementation SIG Student Travel Award**

October 2023

*Association for Behavioral and Cognitive Therapies*

Award: \$175

**CEMRAT2 Professional Development Award**

June 2023

*American Psychological Association*

Award: \$300

**Diversity Professional Development Award**

February 2023

*Society of Clinical Child and Adolescent Psychology*

Award: \$500

**College of Education & Human Services Graduate Research Award**

January 2023

*Utah State University*

Award: \$1,200

**Graduate Seely-Hinkley Scholarship**

May 2022

*Utah State University*

Award: \$5,461

**Diversity Professional Development Award**

February 2022

*Society of Clinical Child and Adolescent Psychology*

Award: \$300

**Health Policy Research Scholar Program**

August 2021–2025

Robert Wood Johnson Foundation

*Johns Hopkins Bloomberg School of Public Health*

Award: \$30,000 annually (total \$120,000 over 4 years)

The Health Policy Research Scholars Program is a national leadership program of the Robert Wood Johnson Foundation, which trains scholars to be leaders in building a Culture of Health. Health Policy Research Scholars is a multi-year leadership development program in health policy that occurs simultaneously with my doctoral program and is administered by the Johns Hopkins Bloomberg School of Public Health. The program includes activities for developing competencies in building a Culture of Health and health equity, health policy, leadership, and communication. It encompasses mentorship, career coaching and leadership coaching, and several opportunities to apply learnings including writing policy memos and op-eds; translating and communicating research during visits with policymakers; and participating in an interdisciplinary case experience. Scholars learn to use research from their discipline to inform and influence policy toward a Culture of Health.

## CLINICAL EXPERIENCE

*Psychologist Intern*

June 2025–Present

## **Huntsman Mental Health Institute at The University of Utah**

Supervisor: Robbin Rockett, PsyD

- Job Description: Deliver comprehensive, evidence-based therapy to individuals in an inpatient psychiatric hospital setting
- Deliver evidence-based interventions (individual, family, couples, and group therapy)
- Conduct psychological assessments (e.g., ADOS and Rorschach)
- Participate in multidisciplinary treatment team meetings and care coordination
- Lead 2-3 weekly therapy groups (DBT-focused and skills-based)
- Carry diverse caseload with outpatient and inpatient clients
- Supervise externs and psychiatry residents

*Psychological Assessment Clinician*

March 2024–August 2024

## **Counseling and Psychological Services at Utah State University**

Supervisor: Justin Barker, Psy.D.

- Job Description: Provide psychological evaluations to college students
- Conducted semi-structured clinical interviews and administered various psychological tests (e.g., ADOS-2, CARS-2:HF, intelligence, academic achievement, personality, and neuropsychological)
- Wrote integrative reports, autism evaluation reports, and provided recommendations during the feedback session to the individual
- Interpreted the BASC-3, Vineland-3, MMPI-A, MCMI-IV, PAI and other measures

*Dialectical Behavior Therapy & Psychological Assessment Clinician*

May 2023–May 2024

## **Utah Center of Evidence-Based Treatment**

Supervisors: Sheila Crowell, Ph.D. and Kimberly Applewhite, Psy.D.

- Job Description: Provided individual mental health support to adolescents and adults using an integrated Dialectical Behavior Therapy (DBT) approach and administered assessments
- Provided individual counseling for individuals with self-injurious behaviors, suicidality, personality disorders, substance use, eating disorders, and other psychological problems
- Conducted and wrote intake assessments, provided individual therapy, contributed to treatment consultations, and created treatment plans
- Fully integrated into the DBT program: provided weekly individual therapy, skills group training, 24/7 telephone coaching, and contributed to DBT consultation team.
- Co-led the weekly *Drug and Alcohol Comprehensive* and *Adolescent and Family* DBT skills group training via mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance skills
- Attended weekly intake meeting supervision to review case conceptualization (including diagnoses), treatment and assessment measures, and received feedback
- Attended weekly individual supervision to track therapy progress for DBT clients, received feedback on video of client sessions, and discussed risk management
- Conducted semi-structured clinical interviews and administered various psychological tests (e.g., ADOS-2, ADI-R, intelligence, academic achievement, personality, and neuropsychological) with children and adults
- Wrote integrative reports, autism evaluation reports, and provided recommendations during the feedback session to parents/individual

*Cognitive Behavioral Therapy Clinician*

## **Counseling and Psychological Services at Utah State University**

August 2022–May 2023

Supervisors: Charles Bentley, Ph.D and Amy Kleiner, Ph.D

- Job Description: Provided individual mental health support to college students using evidence-based practices
- Provided evidence-based behavioral, cognitive-behavioral, mindfulness, emotion-focused therapy approaches to 8 college students
- Attended weekly group supervision for therapy clients
- Conducted two webinars for undergraduate students on ADHD and mindfulness

## *Co-facilitator for Parent Management Training Group*

October 2022–December 2023

### **Utah State University**

Supervisor: Sara Boghosian, Ph.D

- Job Description: Provided group support to local parents using behavioral parent training and evidence-based practices
- Provided group-based behavioral parent training approaches to 8 group of parents

## *School Psychology Intern*

August 2021 – May 2022

### **Roy Junior High School**

Supervisor: Matthew Ross, Ed.S.

- Job Description: Provided mental health support to junior high students using evidence-based practices
- Provided evidence-based group therapy, TRAILS, to junior high students dealing with anxiety once a week
- Provided consultation to administrative staff on supporting students through Tier 1, 2, and 3

## *School Mental Health Clinician*

August 2020 – June 2021

### **Mount Logan Middle School**

Supervisor: Tyler Renshaw, Ph.D.

- Job Description: Provided mental health services to the public school by solving problems and promoting wellbeing using a multitiered service delivery model using evidence-based practices.
- Provide evidence-based behavioral, cognitive-behavioral, and mindfulness approaches to 9 middle schoolers (age 11-13) once a week
- Administered and scored 12 pre-screening assessments to identify underlying mental health problems
- Wrote assessment reports to review with student and parent
- Administered daily progress monitoring to student and parent

## **PUBLICATIONS**

**ORCID:** <https://orcid.org/0000-0003-4382-2867>

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### **Publications in Peer-Reviewed Journals**

1. **Phan, M. L.**, Renshaw., T. L., Domenech Rodríguez, M., Brunson McClain, M., Moo, E. L., Humphries, A., & Parker, B. (2025). Evaluating the effects of a teacher-implemented mindfulness-based intervention on teacher stress and student prosocial behavior. *Contemporary School Psychology*. Advance online publication. <https://doi.org/10.1007/s40688-025-00540-z>

2. González Vera, J. M., Domenech Rodríguez, M. M., Navarro Flores, C. M., Vázquez, A. L., San Miguel, G. G., **Phan, M.**, Wong, E. G., Klimczak, K. S., Bera, J., Papa, L., & Estrada, J. (2024). Invisible wounds: Testimony of microaggressions from the experiences of clinicians of color in training. *Training and Education in Professional Psychology*. Advance online publication. <https://doi.org/10.1037/tep0000489>
3. **Phan, M. L.**, & Renshaw, T. L. (2024). Guidelines for adapting mindfulness-based school interventions with youth who are racially and ethnically marginalized. *Journal of Educational and Psychological Consultation*, 1–32. <https://doi.org/10.1080/10474412.2024.2373462>
4. **Phan, M. L.**, Renshaw, T. L., & Farley, C. D. (2024). Guidelines for increasing access to mindfulness-based interventions in under-resourced schools. *Contemporary School Psychology*. Advance online. <https://doi.org/10.1007/s40688-024-00508-5>
5. **Phan, M. L.**, & Renshaw, T. L. (2023). Guidelines for implementing and adapting evidence-based interventions with marginalized youth in schools. *American Journal of Orthopsychiatry*, 93(3), 256–268. <https://doi.org/10.1037/ort0000676>
6. Renshaw, T. L., & **Phan, M. L.** (2023). Using implementation reporting to advance culturally sensitive and equity-focused mindfulness programs in schools. *Mindfulness*, 14, 307–313. <https://doi.org/10.1007/s12671-023-02068-w>
7. Bolognino, S. J., Renshaw, T. L., & **Phan, M. L.** (2023). Differential effects of mindful breathing and loving kindness meditations: A component analysis study. *Advances in Mental Health*, 21(2), 129–149. <https://doi.org/10.1080/18387357.2023.2166855>
8. **Phan, M. L.**, Renshaw, T. L., Caramanico, J., Greeson, J. M., MacKenzie, E., Atkinson-Diaz, Z., Dopplet, N., Hungtzu, T., Mandell, D. S., & Nuske, H. J. (2022). Mindfulness-based school interventions: A systematic review of outcome evidence quality by study design. *Mindfulness*, 13, 1591–1613. <https://doi.org/10.1007/s12671-022-01885-9>
9. Maddox, B. B., **Phan, M. L.**, Byeon, Y. V., Wolk, C. B., Stewart, R. E., Powell, B. J., Okamura, K. H., Pellecchia, M., Becker-Haimes, E. M., Asch, D. A., & Beidas, R. S. (2022). Metrics to evaluate implementation scientists in the USA: what matters most?. *Implementation Science Communications*, 3, no. 75. <https://doi.org/10.1186/s43058-022-00323-0>
10. Davis, M., Hoskins, K., **Phan, M. L.**, Hoffacker, C., Reilly, M., Fugo, P. B., Young, J. F.\*, & Beidas, R.S.\* (2021). Screening adolescents for sensitive health topics in primary care: A scoping review. *Journal of Adolescent Health*, 70(5), P706–713. <https://doi.org/10.1016/j.jadohealth.2021.10.028>
11. Becker-Haimes, E. M., Klein, M. R., McLeod, B. D., Schoenwald, S. K., Dorsey, S., Hogue, A., Fugo, P. B., **Phan, M. L.**, Hoffacker, C., & Beidas, R. S. (2021). The TPOCS-self-reported Therapist Intervention Fidelity for Youth (TPOCS-SeRTIFY): A case study of pragmatic measure development. *Implementation Research and Practice*, 2. <https://doi.org/10.1177/2633489521992553>

## Book Chapters

12. Renshaw, T. L., Chan, M., **Phan, M. L.**, & Farley, C. D. (in press). Assessing mindfulness with youth. In J. M. Twyford, K. Eklund, E. Dowdy, R. W. Kamphaus, & C. R. Reynolds (Eds.), *Culturally informed approaches to behavioral and educational assessment* (pp. TBD). Guilford.
13. Renshaw, T. L., Jimerson, S. R., **Phan, M. L.**, & Franzmann, T. K. (in press). Advancing the science and practice of mindfulness in schools. In T. L. Renshaw & S. R. Jimerson (Eds.), *Using mindfulness to promote mental health in schools* (pp. TBD). Oxford University Press.
14. Renshaw, T. L., Barr, J. D., Farley, C. D., Franzmann, T. K., **Phan, M. L.**, Vinal, S. A., Weeks, S. N., & Jimerson, S. R. (in press). Mindfulness-based programs for classrooms and schools. In T. L. Renshaw & S. R. Jimerson (Eds.), *Using mindfulness to promote mental health in schools* (pp. TBD). Oxford University Press.
15. Snyder, S. E., **Phan, M. L.**, & Meza, J. (2023). Suicide and self-injurious behaviors in children and adolescents. In S.E. Snyder (Eds.), *A Developmental Systems Guide for Child and Adolescent Behavioral Health Practitioners* (pp. 418–442). North Broad Press.
16. Renshaw, T. L., Weeks, S. N., Roberson, A. J., Upton, S. R., Barr, J. D., **Phan, M. L.**, & Farley, C. D. (2022). Cultivating mindfulness in schools to promote well-being. In K. Allen, M. J. Furlong, D. Vella-Brodrick, & S. Suldo (Eds.), *Handbook of positive psychology in schools: Supporting process and practice* (3rd ed; pp. 135–148). Routledge. <https://doi.org/10.4324/9781003013778-11> PsyArXiv preprint: <https://psyarxiv.com/6gpp8y>
17. Kratz, H. E., **Phan, M. L.**, Buck, J., Sanner, K., Tabachnick, A., Zentgraf, K., & Beidas, R. S. (2020). Dissemination and implementation of evidence-based trauma interventions for youth. In J. G. Beck & D. S. Sloan (Eds.), *The Oxford Handbook of Traumatic Stress Disorders*. New York: Oxford.

#### *Under Review*

18. Weeks, S. N., Renshaw, T. L., Clark, K. N., & **Phan, M. L.** (2024). *How does seeking social support mitigate student suicidality?* [Manuscript submitted for publication]. Department of Psychology, Utah State University.
19. Cooper, J. M., Hao-Jan, L., Donovan, L., **Phan, M. L.**, Peterson, L., Shernoff, E., Wang, C., Long, A., Miranda, A. (2024). *Addressing the leaky pipeline: Commentary from the American Psychological Association (APA), Division 16, Committee for Ethnic and Minority Affairs (CEMA)*. [Manuscript submitted for publication]. Division of Psychological and Educational Services, Fordham University.
20. **Phan, M. L.**, Daehler, S., & Renshaw, T. L. (2025). Mindfulness and compassion interventions with youth in K–12 schools: The state of the science. In R. Roeser & K. Schonert-Reichl (Eds.), *Handbook of mindfulness, compassion and education: research, policy and practice from around the world* (1<sup>st</sup> ed). [Manuscript submitted for publication].

21. **Phan, M. L.** & Papa, L.A (2025). Applications of radical mindfulness in schools. In C. Liang, S. Harrell, & B. Kohler (Eds.), *Radical mindfulness: Promoting racial healing and systems-level change*. [Manuscript submitted for publication].

*In preparation*

22. **Phan, M. L.**, Roberson, T., Sedgwick, S., Vinal, S., Larsen, E., Olinger, L., Herd, A., Lewis, C., & Renshaw, T. L. (2021). *Meta-analysis of dialectical behavior therapy with youth*. [Manuscript in preparation].

## Popular Media

1. **Phan, M. L.** (2023, July 13). Commentary: To combat the youth mental health crisis, embrace mindfulness. *The Salt Lake Tribune*.  
<https://www.sltrib.com/opinion/commentary/2023/07/13/mary-l-phan-combat-youth-mental/>
2. **Phan, M. L.**, Domenech Rodríguez, M. M., Miranda, M., Morimoto, S. S., Estrada Y., Ngu, L., & Cone-Uermura, K. (2021, August 20). Commentary: Our nation's history is shaped by racism. *The Salt Lake Tribune*. <https://www.sltrib.com/opinion/commentary/2021/08/20/commentary-our-nations>

## PRESENTATIONS

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### Conference Papers

1. **Phan, M. L.**, Renshaw, T. L., Domenech Rodriguez, M. M., & Brunson McClain, M. (2024, September). *Mindfulness-based intervention on teacher stress and student prosocial behavior*. Paper presented at the biannual convention of the Society for Implementation Research Collaboration, Denver, CO.
2. **Phan, M. L.** & Renshaw, T. L. (2024, May). Guidelines for adapting mindfulness-based school interventions with youth who are racially and ethnically marginalized. In Xie, Q. (Chair), *Advancing scalability and accessibility of meditation-based interventions through implementation science*. Symposium presented at the Annual Convention for the Association for Psychological Science, San Francisco, CA.
3. **Phan, M. L.**, Renshaw, T. L., Domenech Rodriguez, M. M., & Brunson McClain, M. (2024, February). *Teacher-implemented mindfulness-based intervention on teacher stress and student prosocial behavior*. Paper presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
4. Long, A., Shernoff, E., Wang, C., Peterson, L., Hao-Jan, L., Cooper, J., **Phan, M. L.**, & Donovan, L. (2024, February). *Addressing the leaky pipeline: Perspectives from students and faculty*. Symposium presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

5. González Vera, **Phan, M. L.**, & Wong, E. G. (2023, October). *Invisible wounds: Testimony of Microaggressions from the experience of clinicians of color in training*. Paper presented at the annual convention of National Latinx Psychological Association, Chicago, IL.
6. **Phan, M. L.**, Renshaw, T. L., Caramanico, J., Greeson, J. M., MacKenzie, E., Atkinson-Diaz, Z., Dopplet, N., Hungtzu, T., Mandell, D. S., & Nuske, H. J. (2023, February). *Mindfulness-based school interventions: A systematic review of outcome evidence*. Paper presented at the annual convention of the National Association of School Psychologists, Denver, CO.
7. Renshaw, T. L., Farley, C. D., Franzmann, T. K., **Phan, M. L.**, & Vinal, S. (2023, February). *How to use mindfulness across the tiers*. Paper presented at the annual convention of the National Association of School Psychologists, Denver, CO.
8. **Phan, M. L.**, & Renshaw, T. L. (2022, February). *Guidelines for adapting mindfulness-based school interventions with underserved youth*. Paper presented at the annual convention of the National Association of School Psychologists, Boston, MA.
9. Renshaw, T. L., Farley, C. D., Franzmann, T. K., **Phan, M. L.**, & Sedgwick, S. (2022, February). *How to use mindfulness across the tiers*. Paper presented at the annual convention of the National Association of School Psychologists, Boston, MA.
10. Farley, C. D., Franzmann, T. K., **Phan, M. L.**, & Renshaw, T. L. (2022, February). *Validating multiple mindfulness measures*. Paper presented at the annual convention of the National Association of School Psychologists, Boston, MA.
11. **Phan, M. L.**, & Renshaw, T. L. (2021, October). *Guidelines for adapting mindfulness-based school interventions with underserved youth* [virtual presentation]. Paper presented at the Advancing School Mental Health Conference.
12. **Phan, M. L.**, & Renshaw, T. L. (2021, July). *Guidelines for adapting mindfulness-based school interventions with underserved youth* [virtual presentation]. Paper presented at the 6<sup>th</sup> Biennial APA Division 45 Research Conference.
13. **Phan, M. L.**, Renshaw, T. L., Caramanico, J., Greeson, J. M., MacKenzie, E., Atkinson-Diaz, Z., Dopplet, N., Hungtzu, T., Mandell, D. S., & Nuske, H. J. (2021, February). *School-based mindfulness interventions: Assessing current studies with evidence-based guidelines* [virtual presentation]. Paper presented at the National Association of School Psychologists Annual Conference.
14. Becker-Haimes, E. M., **Phan, M.**, Williams, N. J., & Beidas, R. S. (2018, November). Sustaining Cognitive Behavioral Therapy (CBT) in the Face of Turnover: A Longitudinal Examination of Turnover's Influence on CBT Use. In Lau, A. (Chair), *Sustaining EBPs within large-scale implementation efforts in public mental health systems*. Symposium presented at the 52nd Annual Convention for the Association for Behavioral and Cognitive Therapies, Washington, DC.
15. Frank, H. E., Fishman, J., Lushin, V., Last, B. S., Jackson, K., Berkowitz, S., Zinny, A., Kratz, H.D., Gregor, C., Cliggitt, L., **Phan, M.**, & Beidas, R. (2018, August). *Perceived barriers and*



*facilitators to use of trauma narratives: Theory-based belief elicitations.* Paper presented at the Mental Health Services Research Conference, Rockville, MD.

### Conference Posters

16. **Phan, M. L.,** Renshaw, T. L., Farley, C. D., & Nip, H. (2025, February). *Increasing access to mindfulness-based interventions in under-resourced schools.* Poster presented at the National Association of School Psychologists, Seattle, Washington.
17. **Phan, M. L.,** Renshaw, T. L., Farley, C. D., & Nip, H. (2024, November). *Guidelines for increasing access to mindfulness-based interventions in under-resourced schools.* Poster presented at the Association for Behavioral and Cognitive Therapies 58<sup>th</sup> Convention, Philadelphia, Pennsylvania.
18. **Phan, M. L.,** Renshaw, T. L., Domenech Rodríguez, M. M., & Brunson McClain, M. (2023, November). *Evaluating the effects of a teacher-implemented mindfulness-based intervention on teacher stress and student prosocial behavior.* Poster presented at the Association for Behavioral and Cognitive Therapies 57<sup>th</sup> Convention, Seattle, Washington.
19. **Phan, M. L.,** Snow, J., Hind, E., Draper, C., Davis, M., Greenwood, E., & Grewe, J. (2023, November). *Intervening on Implicit Bias with Facial Emotion Recognition Training.* Poster presented at the Association for Behavioral and Cognitive Therapies 57<sup>th</sup> Convention, Seattle, Washington.
20. **Phan, M. L.,** Renshaw, T. L., Domenech Rodríguez, M. M., & Brunson McClain, M. (2023, August). *Evaluating the effects of a teacher-implemented mindfulness-based intervention on teacher stress and student prosocial behavior.* Poster presented at the American Psychological Association Conference, Washington, D.C.
21. **Phan, M.L. &** Renshaw, T. L. (2022, November). *Guidelines for adapting evidence-based interventions with marginalized youth in under-resourced schools.* Poster presented at the Association for Behavioral and Cognitive Therapies 56th Annual Convention.
22. Farley, C., Renshaw, T., Franzmann, K., & **Phan, M. L.** (2021, October 14). *Measuring and conceptualizing mindfulness to treat youth mental health* [virtual presentation]. Poster presented at the 2021 Virtual Advancing School Mental Health Conference.
23. **Phan, M. L.,** Renshaw, T. L., Caramanico, J., Greeson, J. M., MacKenzie, E., Atkinson-Diaz, Z., Dopplet, N., Hungtzu, T., Mandell, D. S., & Nuske, H. J. (2021, November). *Assessing school-based mindfulness interventions with evidence-based guidelines.* Poster presented at the Association for Behavioral and Cognitive Therapies 55th Annual Convention.
24. **Phan, M. L.,** Becker-Haimes, E., & Beidas, R. S. (2020, February). *Assessing clinician CBT use through the development and preliminary validation of a procedural knowledge measure.* Poster accepted at the Miami International Child and Adolescent Mental Health Conference, Miami, FL.

25. **Phan, M. L.**, Becker-Haimes, E., & Beidas, R. S. (2019, November). *Development and preliminary validation of a procedural knowledge measure to assess clinician CBT use*. Poster presented at the 53rd Annual Convention for the Association for Behavioral and Cognitive Therapies, Atlanta, GA.
26. **Phan, M. L.**, Becker-Haimes, E., & Beidas, R. S. (2018, November). *Understanding predictors of cognitive-behavioral therapy fidelity: Examining self-report vs. direct observation*. Poster presented at the 52nd Annual Convention for the Association for Behavioral and Cognitive Therapies, Washington, DC.
27. Cabello, B., Orapallo, A., **Phan, M.**, Swift, L. E., Kanine, R. M., Mautone, J. A., Khanna, M., & Eiraldi, R. B. (2017, June). *Outcomes of coping power program in urban schools using schoolwide positive behavior interventions and supports*. Poster presented at the Pennsylvania Psychological Association's 2017 Annual Convention, Bedford, PA.

### Invited Talks & Workshops

1. Renshaw T. L. & **Phan, M. L.** (2024, December 10). *Mindfulness training*. Virtual talk presented at Boston University, Boston, MA.
2. Renshaw T. L. & **Phan, M. L.** (2024, December 5). *Mindfulness training*. Virtual talk presented at Boston University, Boston, MA.
3. **Phan, M. L.** (2024, December). *Mindful Classrooms: Teachers Designing and Implementing Mindfulness Interventions*. Talk to be presented at Utah State University, Logan, UT.
4. Renshaw T. L. & **Phan, M. L.** (2024, November). *Mindfulness training*. Virtual talk presented at Boston University, Boston, MA.
5. **Phan, M. L.** (2024, May). *Dialectical behavior therapy for an adult with borderline personality disorder*. Talk presented at Utah Center of Evidence-Based Treatment, Salt Lake City, UT.
6. **Phan, M. L.** & Nakamura, A. (2024, April). *Nurturing you, nurturing them: Balancing self-care in parenthood*. Virtual talk presented at Utah Center of Evidence-based Treatment, Salt Lake City, UT.
7. Renshaw T. L. & **Phan, M. L.** (2024, January). *Facilitator mindfulness training*. Virtual talk presented at Boston University, Boston, MA.
8. **Phan, M. L.** & Gonzalez Vera, J. M. (2023, November). *Social justice, policy, and advocacy*. Virtual talk presented at University of Tennessee, Knoxville, TN.
9. **Phan, M. L.** (2023, April). *White privilege in multicultural psychology*. Talk presented at Utah State University, Logan, UT.
10. **Phan, M. L.** (2023, March). *Academic stress: Strategies to overcome distractions in the classroom*. Talk presented at Utah State University, Logan, UT.

11. **Phan, M. L.** (2023, March). *Culture and health in multicultural psychology*. Talk presented at Utah State University, Logan, UT.
12. **Phan, M. L.** (2023, February). *Understanding school psychology undergraduate course*. Talk presented at Utah State University, Logan, UT.
13. **Phan, M. L.** (2023, January). *Using mindfulness to increase wellbeing*. Talk presented at Utah State University, Logan, UT.
14. **Phan, M. L.** (2022, September). *Introduction to psychology undergraduate course*. Talk presented at Utah State University, Logan, UT.
15. Renshaw, T. L., **Phan, M. L.**, & Franzmann, T. (2022, July). *How mindfulness can make you a better teacher*. Talk presented at the Show Up for Teachers Conference, Salt Lake City, UT.
16. **Phan, M. L.** (2022, February). *Aggie heroes, stories that unite us*. Talk presented at the Aggies Think, Care, Act Conference, Logan, UT.
17. Snyder, S. & **Phan, M. L.** (2021, November). *Historical trauma, anti-oppressive practice in mental health*. Virtual talk presented at the Lewis Katz School of Medicine, Temple University, Philadelphia, PA.
18. Chowdhury-Magana, N., & **Phan, M. L.** (2021, October). *Living in America: International perspectives without the rose-colored glasses* [virtual presentation]. Talk presented at the 4<sup>th</sup> Annual Inclusive Excellence Symposium, Utah State University, Logan, UT.
19. Vinal S. & **Phan, M. L.** (2020, September). *Managing stress* [virtual presentation]. Talk presented at Mt. Logan Middle School, Logan, UT.

## RESEARCH EXPERIENCE

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### *Mindfulness Consultant*

January 2024–Present

#### **Boston University & Massachusetts General Hospital**

##### Leadership, Engagement, and youth Activism Program with Mindfulness (LEAP-M)

*A youth leadership and civic engagement program with a mindfulness component*

Principal Investigator: Mario Cruz, Ph.D. (MGH), Jennifer Green, Ph.D. (BU)

- Provide mindfulness training for facilitators
- Train facilitators in Chicago and Boston on mindfulness components
- Provide supervision and feedback to facilitators on mindfulness implementation
- Modify mindfulness intervention curriculum

### *Research Assistant*

August 2020–Present

#### **Utah State University**

##### Meta-Analysis on DBT with Youth

*A meta-analysis on Dialectical Behavioral Therapy with youth*

Principal Investigator: Tyler Renshaw, Ph.D.

- Lead on the meta-analysis
- Supervised 4 undergraduate research assistants on eligibility and reliability coding

- Trained research assistants to use Rayyan
- Analyzed reliability ratings from coded abstracts to make sure 80% reliability is met bi-weekly
- Created coding scheme for group design and effect sizes
- Followed PRISMA 2020 guidelines for conducting a meta-analysis
- Lead weekly operations meetings with research assistants

*Research Assistant*

January 2023 – May 2023

**Utah State University**

Using DBT to Reduce Academic Stress

*A research project using DBT to reduce academic stress with college students*

Principal Investigator: Crissa Draper, Ph.D.

- Lead of research team to mentor college students in writing a literature review and annotated bibliography
- Supervise minimum of 7 research assistants
- Provide feedback on writing and writing-related skills (scientific literacy) to research assistants

*Student Investigator*

October 2022 – May 2023

**Utah State University**

Evaluating the Effects of a Teacher-Implemented Mindfulness-based Intervention on Teacher Stress and Student Prosocial Behavior

*A thesis project using a single-case study design to measure the effectiveness of mindfulness in decreasing teacher stress and increasing student prosocial behavior*

Principal Investigator: Tyler Renshaw, Ph.D.

- Lead on the thesis project
- Collecting data in elementary schools in Utah
- Teaching teachers about mindfulness and how to implement it in the classroom
- Supervising 1 undergraduate research assistant on data collection and fidelity checks
- Providing feedback to teachers daily on mindfulness implementation

*Research Assistant*

August 2020–August 2021

**Utah State University**

Data Dashboard Project

*Creating a mobile app for assessments used in school settings*

Principal Investigator: Tyler Renshaw, Ph.D.

- Converted 66 youth, parent, and teacher mental health assessments into RedCap
- Created RedCap design to be user friendly

*Clinical Research Coordinator*

June 2019–August 2020

**The University of Pennsylvania**

Rating Journals in Implementation Science

*To identify the top journals that publish implementation science related work*

Principal Investigator: Rinad Beidas, Ph.D.

- Project description: To date, there has been no systematic effort to rate or rank journals that publish implementation science studies. The goal with this project is to provide some guidance to the appraisal of faculty performance in the field of implementation science
- Completed a training in implementation science study design and outcomes

- Mentor 5 research assistants to rate over 3000+ journal abstracts for a review on their relevance to implementation science
- Analyzed reliability ratings from coded abstracts to make sure 80% reliability is met bi-weekly
- Lead weekly operations meetings with research assistants and co-investigator

*Clinical Research Coordinator*  
**The University of Pennsylvania**  
MindUP for Autism

July 2018 – August 2020

*Adapting MindUP components (training, curriculum and implementation supports) for implementation in autism support classrooms*

Principal Investigator: Heather Nuske, Ph.D.

- Project description: A proposed study looking to adapt the school-based mindfulness program, MindUP, for students with Autism Spectrum Disorder (ASD), and to pilot test its promise for improving their social and emotional learning (SEL) and related outcomes, and educational outcomes
- Coded teachers' qualitative responses on mindfulness acceptability in classrooms
- Contributed to the writing for grant submission to the Institute of Education Sciences
- Participated in the intervention design and methods proposed for this study
- Operationalized and planned the financial budget for the project
- Contribute to a systematic review paper as first author on school-based mindfulness interventions

*Clinical Research Coordinator*  
**The University of Pennsylvania**  
Project FACTS

Oct 2017 – August 2020

*Measuring Fidelity Accuracy with Therapists Implementing Cognitive Behavioral Therapy (CBT) in Community Mental Health*

Principal Investigator: Rinad Beidas, Ph.D.

- Project description: NIH funded study examining three methods of assessing fidelity to CBT for youth (7-24 years old) to identify the most accurate and cost-effective method. The three methods include self-report, chart-stimulated recall, and behavioral rehearsal.
- Conducted qualitative interviews with supervisors and therapists
- Coded CBT audio sessions for fidelity according to the Therapy Process Observational Coding System for Child Psychotherapy (TPOCS-RS) Manual
- Developed a coding scheme to categorize qualitative data from CBT knowledge measure
- Contributed to poster presentations and presented on research findings at conferences
- Administered semi-structured interviews and role plays with therapists to evaluate their use of CBT
- Created and maintained databases to improve efficiency and continue quality assurance
- Oversaw 8 undergraduate students and temporary employees
- Prepared and submitted IRB documents
- Maintained positive working relationships with community partners and study participants

*Research Assistant*  
**The Children's Hospital of Philadelphia**  
Project ACCESS

June 2016 – June 2017

*Targeting School Climate and Children's Behavioral Health in Urban Schools*

Principal Investigator: Ricardo Eiraldi, Ph.D.

- Project description: NICHD-funded study examining whether school staff can effectively implement the components of evidence-based group treatments for externalizing and anxiety problems with varying levels of support from expert coaches and supervisors in urban underserved schools.
- Screened and evaluated school-age children for anxiety and disruptive behavior disorders using parent-report measures such as the Diagnostic Interview Schedule for Children (DISC) and the Child Behavior Checklist (CBCL)
- Consented parents and children for evaluation and enrollment into an intervention program provided at the child's school
- Administered child measures such as the Child Depression Inventory 2 (CDI<sup>2</sup>) and the Multidimensional Anxiety Scale for Children 2<sup>nd</sup> Edition (MASC<sup>2</sup>)
- Contributed to poster presentation and presented on research findings at conference
- Assisted in data entry by collecting, scoring and entering data using REDCap, Excel and SPSS
- Recorded audio-visual group therapy sessions for children struggling with disruptive behavior problems and anxiety in six elementary/middle schools in North Philadelphia

*Research Assistant*

Dec 2016 – June 2017

### **The Children's Hospital of Philadelphia**

#### Pilot Study

*Needs Assessment for the Implementation of Mental Health Evidence-Based Practices in Schools with School-wide Positive Behavioral Interventions and Supports (SWPBIS) Programs*

Principal Investigator: Ricardo Eiraldi, Ph.D.

- Project Description: Needs assessment of Pennsylvania schools' system readiness to implement evidence-based mental health practices as part of their school-wide positive behavioral interventions and supports programs
- Gathered school and principal information about schools across Pennsylvania that implement SWPBIS program
- Contacted principals to introduce study and obtain consent

*Research Assistant*

Dec 2015 – May 2016

### **Temple's Spatial Intelligence and Learning Center (SILC)**

#### Project SILC

*Examining the effect of object rotation versus perspective taking on the formation and retention of spatial representations*

Principal Investigator: Nora Newcombe, Ph.D.

- Project description: NSF funded study on the category adjustment model in spatial cognition and the development of navigation ability, spatial reasoning, and the acquisition and retrieval of spatial information.
- Scheduled college participants to take part in an experimental study involving spatial navigation through memorization of location of objects on given model
- Independently directed participants during an experiment in timed conditions
- Administered seven different timed tests and questionnaires regarding memory retention
- Coded and scored data regarding participant's memory of the location of objects on given model using Excel and PowerPoint
- Entered, analyzed and managed data using Excel and R to run statistical data

## TEACHING EXPERIENCE

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*Instructor*

August 2023 – December 2023

**PSY 4240: Multicultural Psychology, Department of Psychology, Utah State University**

- Taught 35 students about cultural influences on psychological processes, including perception, cognition, language, emotion, intelligence, attitudes, values and intergroup relations
- Asynchronous online class
- Graded, distributed, and proctored course assignments, projects, and exams, respectively
- Supervised a teaching assistant throughout the course

*Teaching Assistant*

January 2023 – May 2023

**PSY 4240: Multicultural Psychology, Department of Psychology, Utah State University**

Instructor of Record: Melanie Domenech-Rodriguez, PhD

Graduate Student: Jazmin Lara

- Graded, distributed, and proctored course assignments, projects, and exams, respectively

## REVIEWER AND EDITORIAL ACTIVITIES

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*Reviewer for Peer-Reviewed Journals*

May 2023 – Present

- *Journal of Child and Family Studies*, N=1
- *Journal of School Psychology*, N=1
- *Family Process*, N=1
- *Mindfulness*, N=5
- *Psychology in the Schools*, N=1

*Reviewer for Scholarly Textbooks*

June 2025 – Present

- *Critical Research Methods in Psychology*, N=1

## PROFESSIONAL SERVICE

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*Student Leader*

August 2024 – Present

***National Association of School Psychologists***

- Share information and month updates from NASP with students in program
- Collaborate with NASP leadership in their states to promote the profession and association
- Serve as point-person in program for advocacy and school psychology awareness activities

*Student Representative*

August 2024 – Present

***Utah State University***

- Advocate to faculty for student interests
- Communicate feedback from students to the faculty
- Attend program faculty meetings
- Lead student voice meetings

*School Psychology Faculty Search Committee Member*

August 2023 – January 2024

***Utah State University***

- Assisted in drafting job advertisement
- Reviewed prospective applications with current faculty members
- Interviewed prospective applicants

- Provided feedback in deciding final offer to prospective applicant

*Student Member*

January 2023 – May 2024

#### **APA Division 16 Committee for Ethnic and Minority Affairs (CEMA)**

*This is a group committed to the recruitment and retention of minority graduate students and faculty in the field. Our committee is also committed to increasing its visibility and becoming a resource for scholarship surrounding issues related to race, ethnicity, and culture, including the roles of these dimensions of diversity in schools and beyond.*

- Attend monthly/bimonthly conference calls
- Spearhead and support committee initiatives
- Contribute to scholarly works related to ethnic minority issues in School Psychology
- Participate in Division 16 CEMA sponsored events
- Assist with Division 16 programming at APA annual convention

*Committee Member*

January 2021 – Present

#### **Utah Psychological Association Diversity Committee**

*This committee gives attention to issues and integration of cultural sensitivity and commitment to diversity within the Association and the public communities we serve. Issues of diversity include, but are not limited to age, color, ethnicity, gender, language, national origin, race, religion, sexual orientation, ability/disability, and socio-economic status.*

- Attend meetings with Utah House of Representatives and Senates
- Work on OpEd related to Critical Race Theory
- Suggest improvements and make recommendations to the editor

## **TRAININGS & CERTIFICATIONS**

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September 2023

#### **Dialectical Behavior Therapy Foundational Course**

- 16 weeks x 5 hours per week on DBT knowledge, skills, and strategies

August 2023

#### **Autism Diagnostic Observation Schedule (ADOS-2)**

- Assess and diagnose autism spectrum disorders across age, developmental level, and language skills

December 2021

#### **Cognitive Behavioral Intervention for Trauma in Schools (CBITS) plus Racial Trauma Module**

- Intensive 3-Day Workshop with CBITS Certified Instructor (Dr. Won-Fong Lau Johnson)
- Center for Safe and Resilient Schools and Workplaces (CSR)

April 2021

#### **Life After Trauma: Using Acceptance and Commitment Therapy to Revitalize Interrupted Lives**

- Workshop with ACT Expert (Dr. Robyn D. Walser)
- PA Chapter of Association for Contextual Behavioral Science

July 2019

#### **Treating Obsessive-Compulsive Disorder from an ACT/RFT Perspective**

- Workshop with ACT Expert (Dr. Andrew D'Amico)
- PA Chapter of Association for Contextual Behavioral Science

November 2018

#### **Acceptance and Commitment Therapy: Learning to Thrive**

- Workshop with ACT Expert (Dr. Lisa Coyne)



- PA Chapter of Association for Contextual Behavioral Science

## **SPECIAL SKILLS**

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Statistical Packages: SPSS, REDcap, R

Software: Microsoft Office Suite, EndNote, NVivo, BioExplorer, Rayyan, Wordpress, Express Scribe

Languages: Vietnamese (bilingual proficiency); Spanish (beginner proficiency)

## **PROFESSIONAL & OTHER AFFILIATIONS**

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Society for Implementation Research Collaboration	2024–Present
Association for Psychological Science	2024–Present
Phi Kappa Phi, International Honor Society	2024–Present
Graduate Students of Color Association, Utah State University	2021–Present
National Association of School Psychologists	2020–Present
Utah Association of School Psychologists	2020–Present
Association for Behavioral and Cognitive Therapies	2018–Present
ABCT Dissemination and Implementation Science Special Interest Group	
Mindfulness and Acceptance Special Interest Group	
American Psychological Association	2017–Present
Pennsylvania Chapter of Association for Contextual Behavioral Science	2019–2020
Delaware Valley ACT Learners	2019–2020
Psi Chi, International Honor Society in Psychology	2014–2016
Golden Key, International Honor Society	2014–2016
Phi Theta Kappa, International Honor Society	2011–2014