

Mary Phan, M.S.

(updated April 2024)

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EDUCATION

Doctor of Philosophy | Utah State University

Advisor: Tyler Renshaw, Ph.D.

Logan, UT
2020–Present

Master of Science | Utah State University

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

Logan, UT
2023

Advisor: Tyler Renshaw, Ph.D.

Bachelor of Arts | Temple University

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 & RECOGNITIONS

Equity, Diversity, & Inclusion Scholarship

Academy Health

Award: \$1,500

October 2023

Dissemination and Implementation SIG Student Travel Award

Association for Behavioral and Cognitive Therapies

Award: \$175

October 2023

CEMRRAT2 Professional Development Award

American Psychological Association

Award: \$300

June 2023

Diversity Professional Development Award

Society of Clinical Child and Adolescent Psychology

Award: \$500

February 2023

College of Education & Human Services Graduate Research Award

Utah State University

Award: \$1,200

January 2023

Graduate Seely-Hinkley Scholarship

Utah State University

Award: \$5,461

May 2022

Diversity Professional Development Award

Society of Clinical Child and Adolescent Psychology

Award: \$300

February 2022

Health Policy Research Scholar Program

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.

August 2021–2025

PUBLICATIONS

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

Publications in Peer-Reviewed Journals

1. **Phan, M. L.**, & Renshaw, T. L. (2023). Guidelines for implementing and adapting evidence-based interventions with marginalized youth in schools. *American Journal of Orthopsychiatry*. Advance online publication. <https://doi.org/10.1037/ort0000676>
2. Renshaw, T. L., & **Phan, M. L.** (2023). Using implementation reporting to advance culturally sensitive and equity-focused mindfulness programs in schools. *Mindfulness*, 1-7. <https://doi.org/10.1007/s12671-023-02068-w>
3. 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*, 1-21. <https://doi.org/10.1080/18387357.2023.2166855>
4. **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>
5. 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>

6. 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>
7. 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>

Under Review

8. **Phan, M. L.**, & Renshaw, T.L. (2023) *Adapting mindfulness-based school interventions for marginalized youth*. [Manuscript submitted for publication]. Department of Psychology, Utah State University.
9. **Phan, M. L.**, Renshaw., T. L., Domenech Rodríguez, M., McClain Verdoes, M., Moo, E. L. (2023). *Evaluating the effects of a teacher-implemented mindfulness-based intervention on teacher stress and student prosocial behavior*. [Manuscript submitted for publication]. Department of Psychology, Utah State University.
10. González Vera, J. M., Domenech Rodríguez, M. M., Navarro Flores, C. M., Vázquez, A., San Miguel, G. G., **Phan, M. L.**, Bera, J., Wong, E. G., Klimczak, K., Papa, L. A., & Estrada, J. (2023). *Invisible wounds: Testimony of Microaggressions from the experience of clinicians of color in training*. [Manuscript submitted for publication]. Department of Psychology, Utah State University.
11. Weeks, S. N., Renshaw, T. L., Clark, K. N., & **Phan, M. L.** (2023). *How does seeking social support mitigate student suicidality?* [Manuscript submitted for publication]. Department of Psychology, Utah State University.
12. **Phan, M. L.**, Renshaw, T. L., & Farley, C. D. (2024). *Implementation approaches for increasing access to mindfulness-based school interventions in under-resourced schools*. [Manuscript in preparation].

In preparation

13. Renshaw, T. L., Chan, M., **Phan, M. L.**, & Farley, C. (2024). Mindfulness. In J. M. Twyford, K. Eklund, E. Dowdy, C. R. Reynolds, & R.W. Kamphaus (Eds.), *Culturally Informed Approaches to Behavioral and Educational Assessment*. Guilford.
14. **Phan, M. L.**, Snow, J., Hind., E., & Draper, C. (2023). *Detecting implicit bias through facial emotions*. [Manuscript in preparation].
15. **Phan, M. L.**, Cruz, R., Becker-Haimes, E. M., Beidas, R. S. (2021). *Association between youth diagnosis and cognitive behavioral therapy*. [Manuscript in preparation].

16. **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].
17. Franzmann, T., **Phan, M. L.**, Barr, J., Rainey, A., Hiatt, A., Herd, A., Lewis, C., Olinger, L., Larsen, E., & Renshaw, T. L. (2021). *Meta-analysis of mindfulness-based interventions with parents and caregivers*. [Manuscript in preparation].

Book Chapters

1. 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*. North Broad Press.
2. 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/6gp8y>
3. 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.

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

Conference Papers

1. **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.
2. 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.

3. 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.
4. **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.
5. 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.
6. **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.
7. 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.
8. 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.
9. **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.
10. **Phan, M. L.**, & Renshaw, T. L. (2021, July). *Guidelines for adapting mindfulness-based school interventions with underserved youth* [virtual presentation]. Paper presented at the 6th Biennial APA Division 45 Research Conference.
11. **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.
12. 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.

13. 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

1. **Phan, M. L.**, Renshaw, T. L., Domenech Rodríguez, M. M., and 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 57th Convention, Seattle, Washington.
2. **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 57th Convention, Seattle, Washington.
3. **Phan, M. L.**, Renshaw, T. L., Domenech Rodríguez, M. M., and 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.
4. **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.
5. Farley, C., Renshaw, T., Franzmann, K, and **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.
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. (2021, November). *Assessing school-based mindfulness interventions with evidence-based guidelines*. Poster presented at the Association for Behavioral and Cognitive Therapies 55th Annual Convention.
7. **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.
8. **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.
9. **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.

10. 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. **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.
2. Renshaw T. L. & **Phan, M. L.** (2024, January). *Facilitator mindfulness training*. Virtual talk presented at Boston University, Boston, MA.
3. **Phan, M. L.** & Gonzalez Vera, J. M. (2023, November). *Social justice, policy, and advocacy*. Virtual talk presented at University of Tennessee, Knoxville, TN.
4. **Phan, M. L.** (2023, April). *White privilege in multicultural psychology*. Talk presented at Utah State University, Logan, UT.
5. **Phan, M. L.** (2023, March). *Academic stress: Strategies to overcome distractions in the classroom*. Talk presented at Utah State University, Logan, UT.
6. **Phan, M. L.** (2023, March). *Culture and health in multicultural psychology*. Talk presented at Utah State University, Logan, UT.
7. **Phan, M. L.** (2023, February). *Understanding school psychology undergraduate course*. Talk presented at Utah State University, Logan, UT.
8. **Phan, M. L.** (2023, January). *Using mindfulness to increase wellbeing*. Talk presented at Utah State University, Logan, UT.
9. **Phan, M. L.** (2022, September). *Introduction to psychology undergraduate course*. Talk presented at Utah State University, Logan, UT.
10. 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.
11. **Phan, M. L.** (2022, February). *Aggie heroes, stories that unite us*. Talk presented at the Aggies Think, Care, Act Conference, Logan, UT.
12. 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.
13. Chowdhury-Magana, N., & **Phan, M. L.** (2021, October). *Living in America: International perspectives without the rose-colored glasses* [virtual presentation]. Talk presented at the 4th Annual Inclusive Excellence Symposium, Utah State University, Logan, UT.

14. Vinal S. & **Phan, M. L.** (2020, September). *Managing stress* [virtual presentation]. Talk presented at Mt. Logan Middle School, Logan, UT.

RESEARCH EXPERIENCE

Mindfulness Consultant

January 2024–Present

Boston University

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

A youth leadership and civic engagement program with a mindfulness component

Principal Investigator: Jennifer Green, Ph.D.

- Train facilitators on mindfulness components
- Provide supervision and feedback to facilitators on mindfulness implementation

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

July 2018 – August 2020

The University of Pennsylvania

MindUP for Autism

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

Oct 2017 – August 2020

The University of Pennsylvania

Project FACTS

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

June 2016 – June 2017

The Children's Hospital of Philadelphia

Project ACCESS

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 (CDI²) and the Multidimensional Anxiety Scale for Children 2nd Edition (MASC²)
- 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

CLINICAL EXPERIENCE

Dialectical Behavior Therapy Clinician

May 2023–Present

Utah Center of Evidence-Based Treatment

Supervisor: Sheila Crowell, Ph.D

- Job Description: Provide individual mental health support to adolescents and adults using an integrated Dialectical Behavior Therapy (DBT) approach
- Provide individual counseling for individuals with self-injurious behaviors, suicidality, personality disorders, substance use, eating disorders, and other psychological problems
- Offer feedback and participate in consultation team meetings
- Co-lead a drug and alcohol skills group training via mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance skills
- Provide 24/7 telephone coaching to clients
- Provide cognitive assessments (e.g., ADOS-2, WISC-V, Woodcock Johnson IV) for adults and youth

Clinician

August 2022–May 2023

Counseling and Psychological Services at Utah State University

Supervisor: 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 college students

Co-facilitator for Parent Management Training Group

October 2022–December 2023

Utah State University

Supervisor: Sara Boghosian, Ph.D

- Job Description: Provide group support to local parents using evidence-based practices
- Provide evidence-based behavioral and cognitive-behavioral approaches to 8 group of parents

School Psychology Intern

August 2021 – May 2022

Roy Junior High School

Supervisor: Matthew Ross, Ed.S.

- Job Description: Provide mental health support to junior high students using evidence-based practices
- Provide evidence-based group therapy, TRAILS, to junior high students dealing with anxiety once a week
- Provide 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: Provide 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
- Administer and score 12 pre-screening assessments to identify underlying mental health problems
- Write assessment reports to review with student and parent
- Administer daily progress monitoring to student and parent

Director of Operations

May 2017 – August 2020

Capstone Behavioral Associates

Supervisor: Biju Basil, M.D.

- Job Description: A private practice with leading psychiatric services in the Yardley, Newtown, Morrisville, Langhorne, Levittown and nearby areas of Bucks County, PA.
- Started a private practice with the psychiatrist and contributed to business proposals
- Hired, trained and provided daily supervision for employees
- Managed insurance claims and billing for 1000+ patients
- Knowledge of the DSM-V and ICD 10 Diagnostic Codes
- Pre-authorized, managed and administered drug tests for patients prescribed with controlled substances and narcotics
- Assessed the psychiatrist's psychological evaluation of patients to write bariatric, probation and/or doctor reports to be sent over to hospitals, police departments and law firms
- Monitored insights, analytics, and reviews on Google Business

Drug & Alcohol Group Facilitator, Clinical Secretary, Intern

Oct 2014 - May 2017

Live Well Services, Inc

Supervisor: Karen Sarullo

- Job Description: Intensive Outpatient Therapy program (IOP) providing counseling and consultation to individuals, couples and families, as well as psychiatric services
- Ran Drug and Alcohol adult group sessions
- Set up, observed, and analyzed biofeedback sessions through BioExplorer by using an Electroencephalograph (EEG)

- Opened and closed the business on Saturdays to allow scheduled patients to see the psychiatrist during off hours
- Answered clinic phone, called in medications, managed disability paperwork, collected patient's personal and insurance information for intake assessments and scheduled patients with a therapist or psychiatrist
- Mediated the needs of patients by communicating with therapists and psychiatrist
- Responded to emergencies by calling 911 due to patient intoxication or verbal threats
- Assisted the therapists in writing patient progress letters to Probation Officers

TEACHING EXPERIENCE

Instructor

August 2023 – December 2023

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

- 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

PROFESSIONAL SERVICE

School Psychology Faculty Search Committee

August 2023 – Present

Utah State University

- Assist in drafting job advertisement
- Review applications
- Interview potential candidates

Reviewer

May 2023 – Present

Journal of Child and Family Studies, N=1

- Provide feedback on manuscript

Family Process, N=1

- Provide feedback on manuscript

Student Member

January 2023 – Present

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

Ad hoc Reviewer

January 2021 – Present

Mindfulness, N=2

- Provide feedback on manuscript
- Suggest improvements and make recommendations to the editor

Journal of School Psychology, N=1

- Provide feedback on manuscript
- Suggest improvements and make recommendations to the editor

TRAININGS & CERTIFICATIONS

Dialectical Behavior Therapy Foundational Course

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

September 2023

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

VOLUNTEER EXPERIENCE

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| <i>Urban League</i> | September 2021–June 2022 |
| Project Ready San Diego | |
| ▪ Mentor underserved youth weekly to prepare them for college, work, and life | |
| <i>Athletics United</i> | July 2021–September 2021 |
| Building Community Through Sport | |
| ▪ Assist in weekly soccer practice with refugee youth (motivating kids, encouraging participation, leading drills) | |
| <i>Community Dinner</i> | August 2019 |
| Dornisfe Center for Neighborhood Partnerships | |
| ▪ Helped with greeting participants | |
| ▪ Made packets to hand out | |
| ▪ Assisted with check-in | |
| ▪ Served dinner to participants | |
| <i>Malcolm Jenkins’ Get Ready Fest</i> | July 2019 |
| Universal Daroff Charter School | |
| ▪ Encouraged kids to exercise | |
| ▪ Awarded kids with prizes upon completing a challenge | |
| <i>Serving the Homeless Dinner</i> | May 2018 |
| Chosen 300 Ministries | |
| ▪ Served meals for the homeless | |
| ▪ Assisted in cleanup for the church | |
| <i>CMHPSR Day of Service</i> | November 2017 |
| Henry C. Lea Elementary School | |
| ▪ Weeded the school garden, planted trees | |
| ▪ Rebuilt trellises | |
| ▪ Cleaned/painted the playground | |

SPECIAL SKILLS

Statistical Packages: SPSS, REDcap, R

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

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

PROFESSIONAL AFFILIATIONS

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| 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 | |

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|---|--------------|
| 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 |