

**LEANN V. SMITH**

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 College of Education and Human Development  
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**EDUCATION**

- 2017 **Ph.D.** Educational Psychology, University of Texas at Austin  
 APA-accredited School Psychology Program  
*Specialty Emphases:* Multicultural Counseling, Health Psychology, Research Focus  
*Dissertation:* Set-up to Succeed: Examining Parental and Peer Influences on Black Adolescents' Achievement-Related Outcomes
- 2015 **M.A.** Educational Psychology, University of Texas at Austin
- 2011 **B.A.** Mathematics, Texas A&M University, College Station, TX  
*Minor:* Psychology

**ACADEMIC APPOINTMENTS**

- 2018 – Present Assistant Professor (Tenure-Track), Department of Educational Psychology  
 Texas A&M University, College Station, TX
- 2017 – 2018 Postdoctoral Researcher, Learning Research and Development Center  
 University of Pittsburgh, Pittsburgh, PA  
 Motivation and Engagement Lab; Mentor: Ming-te Wang

**PUBLICATIONS****Refereed Journal Articles (N=11)**

- Bentley-Edwards, K. L., **Smith, L. V.**, Robbins, P. A. & Adams-Bass, V. N. (2019). Out of the Hood, but Not Out of the Woods: The School Engagement and Cohesion of Black Students Based on Exposure to Violence and Victimization. *The Urban Review* (IF: 2.081), 1-19. <https://doi.org/10.1007/s11256-019-00517-2>
- Wang, M.T., Henry, D., **Smith, L.V.**, Huguley, J. & Guo, J. (2019) Parental Ethnic-Racial Socialization Practices and Children of Color's Psychosocial and Behavioral Adjustment: A Systematic Review and Meta-Analysis. *American Psychologist* (IF: 3.60), <http://dx.doi.org/10.1037/amp0000464>.
- Wang, M.T., **Smith, L.V.**, Miller-Cotto, D. & Huguley, J. (2019) Parental Ethnic-Racial Socialization Practices and Children of Color's Academic Outcomes: A Meta-Analytic Review. *Child Development* (IF=5.024), <https://doi.org/10.1111/cdev.13254>
- Sanchez, D., **Smith, L.V.**, & Adams, W. (2018). The relationships among perceived discrimination, marianismo gender role attitudes, racial-ethnic socialization, coping styles, and mental health outcomes in Latina college students. *Journal of Latina/o Psychology* (IF=1.811), 6(1), 1-15. doi: 10.1037/lat0000077
- Trundt, K., Keith, T., Caemmerer, J., **Smith, L. V.** (2018). Testing for construct bias in the Differential Ability Scales, Second Edition (DAS-II): A comparison among African American, Asian, Hispanic, and Caucasian children. *Journal of Psychoeducational Assessment* (IF=1.404), 36(7), 670-683. doi: 10.1177/0734282917698303
- Cokley, K., **Smith, L.V.**, Jackson, S., Stone, S., Saucer, C., Awosogba, O., Hurst, A., Roberts, D., Bailey, M. (2017) Imposter feelings as a moderator and mediator of the relationship between perceived discrimination and mental health among ethnic minority college students. *Journal of Counseling Psychology* (IF=3.850), 64(2), 141-154. doi: 10.1037/cou0000198

- Smith, L.V.**, & Cokley, K. (2017). Stereotype threat vulnerability: A psychometric investigation of the Social Identities and Attitudes Scale (SIAS). *Measurement and Evaluation in Counseling and Development* (IF=1.089), 49(2), 145-162. doi: 10.1177/0748175615625752
- Smith, L.V.**, Blake, J.J., Graves, S.L., Vaughan-Jensen, J., Pulido, R., & Banks, C. (2016). Promoting diversity through program websites: A multicultural content analysis of school psychology program websites. *School Psychology Quarterly* (IF=2.076), 31(3), 327-339. doi: 10.1037/spq0000149.
- Cokley, K., Awad, G., **Smith, L.**, Jackson, S., Awosogba, O., Hurst, A., Stone, S., Blondeau, L. (2015). The roles of gender stigma consciousness, gender identification, and imposter phenomenon in the academic outcomes of women and men. *Sex Roles*, 73, 414-426. doi: 10.1007/s11199-015-0516-7
- Cokley, K., **Smith, L.**, Cody, B., Beasley, S., Miller, K., Hurst, A., Awosogba, O., Stone, S., & Jackson, S. (2014). Bridge over troubled waters: Meeting the mental health needs of Black students. *Phi Delta Kappan*, 96, 40-45. doi: 10.1177/0031721714561445
- Smith, L.V.**, Blake, J. J., & Graves, S. L. (2013). School psychology programs' efforts to recruit culturally diverse students. *Trainers' Forum*, 31(2), 4-23.

#### **Chapters in Edited Books (N=2)**

- Robbins, P.A., **Smith, L.V.**, & Bentley-Edwards, K.L. (2017). Black Boys & Their Racial Identity: Learning how they fit into society and in your classroom. In E. Moore Jr., A. Michael, & M.W. Penick-Parks (Eds.), *The Guide for White Women Who Teach Black Boys* (pp. 169-177). Thousand Oaks, CA: Corwin Press.
- Blake, J.J., **Smith, L.V.**, & Knight, A.D. (2016). Theoretical frameworks of ethnic minority youth achievement. In S. L. Graves and J. J. Blake (Eds.), *Psychoeducational assessment and intervention for ethnic minority children: Evidence-based approaches* (pp.23-39). Washington, DC: American Psychological Association.

#### **Manuscripts Under Review (N=6)**

- Graves, S. & **Smith, L.V.** (Revised) Is the WISC-V a Fair Test for Black Children: Factor Structure in an Urban Public School Sample
- Smith, L.V.** & Graves, S. L. (under review; special issue) An Exploration of Gender Invariance of the Factor Structure of the WISC-V in an Urban Public School Sample
- Cody, B.L., Kuyaini, A. B., & **Smith, L.** (Revised). An Examination of the psychometric properties of the Academic Motivation Scale in a sample of undergraduate students in the UAE. *Journal of College Student Development*.
- Smith, L.V.**, Wang, M. & Hill, D. J.\* (Under Review). Pluralism and Identity: The Mediating Role of Racial Identity in Impact of Value of Diversity on the Perceptions of School Climate for Black Youth. *Journal of School Psychology*.
- Smith, L.V.** (Under Review). A Structural Equation Model Examination of Parental and Peer Racial Socialization Messages on Achievement-related Outcomes for Black Youth.
- Smith, L.V.** (Under Review). Twice as Hard, Half as Far: The Intersection of Academic and Racial Socialization Practices in the Promotion of Academic Achievement for Black Youth.

\*Denotes student co-author

#### **Other Works (N=1)**

- Smith, L.V.**, & Jackson, S. (2014). An overview of Black achievement: Current trends at all levels of the education trajectory. *Texas Education Review*, 2(2), 191-202.

#### **FELLOWSHIPS, AWARDS & DISTINCTIONS**

2019—2021	ADVANCE Scholars Program, Selected, TAMU Office of Diversity
2019 – 2021	National Institute of Health Loan Repayment Program Awardee
2019	Meta-Analysis Training Institute Participant (selected), Funded by Institute of Education Sciences
2018	Robert Wood Johnson Foundation New Connections Bi-Annual Symposium Participant
2015 – 2016	College of Education Fellow, University of Texas at Austin (UT Austin)
2013 – 2015	Integrated Behavioral Health Psychology Fellow, Department of Educational Psychology, UT Austin
2012 – 2013	Faculty Excellence Fellow, Department of Educational Psychology, UT Austin

2011 – 2012 Diversity Mentorship Fellow, Department of Educational Psychology, UT Austin  
 2011 Undergraduate Honors' Research Scholar, Texas A&M University

## CONFERENCE PRESENTATIONS

### Workshops

**Smith, L.V.** (Accepted). *Broaching Topics of Race-Related Stressors and Assets with Diverse Adolescents*. Mini-skills Presentation at the National Association of School Psychologists Convention, Baltimore, MD.

**Smith, L.V.**, Carlson, C., Henzchel, E., Hill, G., Aryes, J. (2014, November). *Preparing the psychology workforce for integrated behavioral health care: Lessons from the UT-Austin Graduate Psychology Education Programs*. Workshop presented at the Texas Psychological Association Conference, Dallas, Texas.

### Papers

**Smith, L.V.**, Marx, D.M., Zambrano, J. & Handley, I.M. (2018, June). School Ties: Fostering Academic Collaborations Bolster Positive Educational Experiences. Paper presentation to be presented at the Society for the Psychological Study of Social Issues conference, Pittsburgh, PA.

### Posters

**Smith, L.V.** (2017, March). *Talking About Achievement: Academic Socialization and Black Youth Achievement Outcomes*. Poster presented at the National Association of School Psychologists Convention, San Antonio, TX.

Keith, T. Z., Caemmerer, J., **Smith, L.V.**, Carrigan, J. (2017, March). *Is the DAS-II Biased Against Asian, Black, or Hispanic Children?* Poster accepted to be presented at the National Association of School Psychologists Convention, San Antonio, TX.

Mann, B.E., & **Smith, L.V.** (2014, August). *A review of empirical-based studies of expanded school mental health (ESMH) programs*. Poster presented at the American Psychological Association Convention, Washington, DC.

Awosogba, O., Stone, S., Hurst, A., Jackson, S., **Smith, L.**, & Cokley, K. (2014, July). *Impact of academic self-concept on perceived discrimination and psychological distress among Black college students*. Poster presented at the Association of Black Psychologists Conference, Indianapolis, Indiana.

Beasley, S., Taylor, D., Jackson, S., Awosogba, O., **Smith, L.**, & Cokley, K. (2013, July). *The role of gender on cultural worldview and racial identity attitudes among African American collegians*. Poster accepted for presentation at the Association of Black Psychologists Conference, New Orleans, Louisiana.

**Smith, L. V.** (2011, February). *Psychology Programs' Recruitment and Retention of Culturally and Linguistically Diverse Students*. Trainers of School Psychology Pre-Conference at National Association of School Psychologists Annual Convention Poster Session. San Francisco, California.

**Smith, L.**, Freeman, W., & Camacho, J. (2008, February). High Concentration Urine Wastewater Pretreatment for Long Duration Space Travel. Texas A&M University Student Research Week Poster Session. College Station, Texas.

## INVITED PRESENTATIONS & LECTURES

**Guest Lecturer**, Counseling I (PSYC 725), Eau Claire, Wisconsin (via Skype): University of Wisconsin-Eau Claire. December 9, 2019. *Culturally Responsive Practices in Child and Adolescent Counseling*.

**Guest Lecturer**, Models of Epistemology and Inquiry (EHRD 651), College Station, TX: Texas A&M University, Education and Human Resource Development. October 10, 2019. Engage in a discussion and responded to student questions regarding the utility of a post-positivist lens when engaging research.

**Workshop Facilitator**, ExCEL Conference, College Station, TX: Texas A&M University, Department of Multicultural Services. August 23, 2019. *Knowing Your Self-Worth*. Presented to approximately 100 Black incoming freshmen about research on race-related stressors, cultural assets, and ways to enhance markers of resilience as they matriculate through college.

**Keynote Speaker & Workshop Facilitator**, Hill Country Summer Institute, Austin, TX: Education Service Center Region 13. June 10, 2019. *Understanding and Meeting the Needs of a Culturally Diverse Student Population*. A 3-hr long

interactive workshop for current school psychologists and diagnosticians. Over 300 participants in person and over 100 participated in the livestream. Workshop was available online for 3 months thereafter.

**Guest Lecturer**, Child Therapy for Child Behavior Problems (SPSY 641), College Station, TX: Texas A&M University, Division of School Psychology. *Therapeutic Approaches for Child Depression*.

**Invited Speaker/Poster Presentation**, 6<sup>th</sup> Annual Women's Research on Women Symposium, College Station, TX: Texas A&M University. March 26, 2019. *See All of Me: How School Support for Diversity Influences Perceptions of School Climate*.

**Guest Lecturer**, School Psychology Professional Practice and Credentialing Course (SPSY 611), College Station, TX: Texas A&M University, Division of School Psychology. *Introduction to Research and Technical Writing*.

**Smith, L.V.** (2018, July). Student Engagement Across the District. Was invited to give a workshop presentation to school district administrators on the current state of student engagement within their schools, strategies to increase engagement and the importance of student-teacher relationships. Pittsburgh, PA.

**Smith, L.V.** (2018, February). Implications of Interrupted Attachment during Childhood and Caregiver Interventions. Was invited to present a community workshop to a moderate-sized group of kinship caregivers whose children demonstrated characteristics of attachment issues. Pittsburgh, PA.

**Smith, L.V.** (2015, February). *Panel on Accountability and Community Building*. Was a member of a five-person panel that provided feedback to current students at Texas A&M University about how to increase accountability among members of the Black student community. College Station, Texas.

**Smith, L.V.** (2015, March). *Newest Changes to the Woodcock Johnson Tests of Cognitive Abilities*. Presented as a brown bag topic for graduate students in the College of Education at University of Texas. Austin, Texas.

**Smith, L.V.** (2014, April). *Panel on Academic Achievement*. Was a member of a three-person panel that gave advice and answered questions for approximately 15 high school-aged young women who desire to attend college. The panel was hosted by Delta Sigma Theta Sorority, Inc. Austin, Texas.

**Smith, L.V.** (2013, November). *Professionalism and Self-image*. Presented a three-part talk to 400+ high school students on the importance of confidence and self-presentation as it relates to fulfilling career goals. Texas A&M University. College Station, Texas.

**Smith, L.V.** (2011, November). *Self-Presentation: Presenting Your Best Self*. Presented a three-part talk to 400+ high school students on the importance of putting your best foot forward and proper interview etiquette as part of a student-run conference. Texas A&M University's MEDALS Conference. College Station, Texas.

**Smith, L.V.** (2011, February). *Peer Pressure and Bullying*. Addressed issues of bullying at St. Joseph Catholic School to 30+ high school-aged students after a series of bullying complaints had been reported. Bryan, Texas.

**Smith, L.V.** (2010, October). *Transformational Leadership*. Presented on the importance of service leadership and discussed ways to incorporate leadership in undergraduate student's current major to help them more marketable post-graduation. Texas A&M University's African American Student Leadership Institute. College Station, Texas.

**Smith, L.V.** (2010, January). *The Road to Success: College Preparatory Approach to Learning*. Addressed college admissions, advanced high school coursework and financial aid with 150+ students and 80+ parents. Galveston, Texas.

**Smith, L.V.** (2009, May). *Your Best Foot Forward: How to be Personable, Professionally*. Presentation on professional etiquette for 50+ undergraduate students. College Station, Texas.

## GRANTS

### Active Funding

11/1/18 – **Smith, L.V.**, Moore, J. & Musoba, G. (PI). Retaining the Well-trained: Exploring the Social Factors the Cause Capable Underrepresented Minority Students to Exit the Field of Engineering. College of Education and Human Development (Intramural); Total Funding: 10,000.

### Declined Funding

09/2019 – National Institute on Minority Health and Health Disparities (NIMHD) Requested: \$200,000  
09/2021 *Role: Principal Investigator*

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**TEACHING (TAMU only)**


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Semester	Course Code	Course Title	Average Rating	Enrollment
2019 Fall	SPSY 628	Consultation Theory	4.62	8
2019 Fall	SPSY 610	Child Psychopathology	4.76	8
2019 Fall	EPSY 291	Research (Freshmen & Sophomores)	N/A	2
2019 Fall	EPSY 491	Research (Juniors & Seniors)	N/A	2
2019 Spring	SPSY 628	Consultation Theory	4.37	9

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**PROFESSIONAL MEMBERSHIPS**


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2018 –	Society of Research on Child Development
2018 –	American Psychological Association Division 45: Society for the Psychological Study of Ethnic Minority Issues
2017 –	Texas Psychological Association
2016 – 2017	Dallas Psychological Association
2013 –	Society of Research on Adolescents
2013 –	Association of Black Psychologists
2013 – 2014	Collaborative Family Healthcare Association
2011 –	National Association of School Psychologists

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**SERVICE TO THE FIELD AND UNIVERSITY**


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2020 –	Journal of Cultural Diversity and Ethnic Minority Psychology, <i>Consulting Editor</i>
2020 –	School Psychology (Formerly School Psychology Quarterly), <i>Editorial Board Member</i>
2018 – 2020	Psychology in the Schools, <i>Ad-hoc Reviewer</i>
2019 –	ExCEL, Faculty Mentor, Texas A&M University (Department of Multicultural Services)
2018 –	Recruitment and Retention Committee, <i>Chair</i> , Division of School Psychology, Texas A&M University
2018 –	XL Academy, <i>Faculty Administrator</i> , Texas A&M University (Departments of Multicultural Services, Educational Psychology, and Agricultural Leadership)
2016 – 2018	Multicultural Affairs Committee, <i>African American Subcommittee Co-Chair</i> , NASP
2013 – 2015	Texas Education Review, <i>Editor</i>

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**SELECTED MEDIA**


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[-New York Magazine](#) | [The Cut](#) | [Re: Impostor Phenomenon](#) | [August 2, 2019](#)

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**ADDITIONAL RESEARCH EXPERIENCE**


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**Developmental and Motivation Research Lab**

August 2017 – August 2018

*Postdoctoral Research Fellow*

- Principal Investigator: Ming-Te Wang, Ph.D.
- Generate research questions and conduct quantitative data analyses (e.g., structural equation modeling, hierarchical linear modeling) on multiple longitudinal and culturally diverse datasets. Collaborate in the preparation of manuscripts for submission to journals based on research funded by the National Science Foundation. Participate in monthly research meetings, biweekly mentor meetings, and university and department-provided trainings and workshops relevant to the professional development of early career academics. Research emphasis on academic engagement and motivation, school climate, culturally-specific parenting practices, and STEM achievement.

**Discrimination and Health Disparities Lab**

Summer 2014 – Spring 2017

*Research Team Member*

- Principal Investigator: Delida Sanchez, Ph.D.
- Conducted quantitative data analyses (e.g., path analyses and multiple regression), qualitative data analyses (e.g., coding/constant comparison analysis). Collaborated in the preparation of a manuscript for submission to a journal based on research funded by the Hogg Foundation for Mental Health Grant. Participate in weekly research meetings, transcribed focus group sessions that consisted of adolescent girls, identified themes from focus groups and coded to develop preliminary data to support the grant-funded research project. Emphasis on pre-adolescent Black & Latina girls' racial identity, racial socialization, risk-seeking behaviors, mental health and gender roles.

### **Race, Racial Socialization, and the Well-being of Children**

Summer 2014 – Summer 2017

*Research Team Member*

- Principal Investigator: Keisha Bentley-Edwards, Ph.D.
- Compiled comprehensive literature reviews on racial socialization, violence exposure and victimization, racial identity development, and academic achievement of Black youth in support of manuscripts submitted for publication. Conducted quantitative data analyses (e.g., logistic regression). Collaborated in creating a proposal for conference symposia and poster presentations to national conferences on child development.

### **Research on African American Educational and Mental Health**

Spring 2013 – Summer 2017

*Research Team Member*

- Principal Investigator: Kevin Cokley, Ph.D.
- Participate in data collection, collaborate on manuscripts, presentations, and Institutional Review Board (IRB) proposals. Collaborate in conference symposia and poster presentations, generate research projects, and identify cultural factors that influence academic achievement and mental health in Black college-aged populations. Emphasis on psychological factors that impact African American educational and mental health outcomes.

### **Research and Analyses of Intelligence Tests**

Spring 2014 – Spring 2015

*Research Team Member*

- Principal Investigator: Timothy Z. Keith, Ph.D.
- Participated in biweekly research meetings, collaborated on writing academic manuscripts, and edited manuscripts prior to submission to peer-reviewed journals. Emphasis on assessing the validity of intelligence tests and theories through the use of advanced structural equation modeling and factor analyses.

### **Child and Adolescent Health Research Lab (CAHRL)**

Summer 2011

*Research Assistant*

- Principal Investigator: Selina Guerra, MA
- Traveled to various cities in Texas to perform grocery stores audit as data collection for the Texas Childhood Obesity Prevention Policy Evaluation (TCOPPE) project. Emphasis on low-income families' access to healthy food and nutrition services across Texas.

### **Peer Relations and Adjustment (PRA) Lab**

Fall 2009 – Spring 2011

*Undergraduate Research Assistant*

- Principal Investigator: Jamilia Blake, Ph.D.
- Attended monthly research meetings, collaborated on manuscripts, collected data, utilized SPSS software to organize data, participated in conference poster presentations. Emphasis on peer-directed aggression in Black and Latina adolescents, school psychologists training practices, and culturally diverse recruitment in psychology.

### **Space Engineering Institute**

Fall 2007 – Fall 2008

*Undergraduate Research Assistant*

- Program funded by National Aeronautics and Space Administration (NASA). Conducted various lab experiments to test efficient ways to transform waste-water to potable water for extended space travel.

## **TEACHING AND SUPERVISORY EXPERIENCE**

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## Courses Taught at Texas A&M University

SPSY 610: Child Psychopathology  
SPSY 628: Consultation Theory and Techniques

### Momentous Institute, Dallas, TX

Spring – Summer 2017

*Doctoral Intern*

- **Supervisor of my supervision:** Neil Ravelle, Ph.D., L.P.
- **Responsibilities:** Provided clinical supervision to a 2<sup>nd</sup> year doctoral student who was completing a practicum rotation at Momentous Institute. An average of 3 hours of supervision was provided to the supervisee, in addition to live supervision and co-therapy. Supervision included providing regular feedback on case conceptualizations, treatment plans, and progress notes. Topics in supervision included: establishing rapport, exploring biases and assumptions when working with diverse clients, monitoring treatment progress, and attending to therapist's self-care approaches during stressful moments.

### Multicultural Counseling, University of Texas-Austin

Summer 2015

*Teaching Assistant* (Graduate course)

- **Instructor:** Delida Sanchez, Ph.D.
- **Responsibilities:** Served as a teaching assistant for 21 doctoral and masters-level school and counseling psychology students. The goal was to increase multicultural awareness, skills, and knowledge to better serve clients from diverse racial, ethnic, gendered, and economic backgrounds. Facilitated the presentation of experiential learning exercises **Presented two class lectures: (1) Assessing Culturally and Linguistically Diverse Clients and (2) Social Class.**

### Academic Assessment and Intervention, University of Texas-Austin

Spring 2015

*Teaching Assistant* (Graduate course)

- **Instructor:** Timothy Z. Keith, Ph.D.
- **Responsibilities:** Served as a teaching assistant and student supervisor for 7 first-year doctoral students and 5 master's students in administration, interpretation, and report writing of academic assessment measures. Organized and presented different intervention strategies that can be used in diagnosing learning disabilities. **Presented two class lectures: Cross Battery Assessment and Response to Intervention.**

### Advanced Practicum, University of Texas-Austin

Spring 2015

*Teaching Assistant* (Graduate course)

- **Instructor:** Sarah Kate Bearman, Ph.D.
- **Responsibilities:** Served as a teaching/course assistant for a group of doctoral students as they receive campus supervision for their current therapy and assessment practicum placements. Helped organize the course and gave feedback on content.

### Individual Testing, University of Texas-Austin

Fall 2014

*Teaching Assistant* (Graduate course)

- **Instructor:** Timothy Z. Keith, Ph.D.
- **Responsibilities:** Served as a teaching assistant and student supervisor for 7 first-year doctoral students and 5 master's students in administration, interpretation, and report writing of cognitive assessment measures. Reviewed videos of student performance, provided feedback to ensure testing procedures were standardized, and critiqued scored testing protocols. **Taught class lecture on assessing diverse populations and test bias.**

### Matrices and Matrix Calculations, University of Texas

Spring 2014

*Teaching Assistant* (Undergraduate course)

- **Instructors:** John Gilbert, Ph.D. and Oleksii Mostovyi, Ph.D.
- **Responsibilities:** Served as a teaching assistant to 300+ undergraduate students. Held office hours, hosted exam review sessions, graded homework and exams.

- Differential Calculus**, University of Texas Fall 2013  
*Teaching Assistant* (Undergraduate course)
- **Instructor:** John Meth, Ph.D.
  - **Responsibilities:** Attended lectures, taught three, one-hour sections twice a week, prepared test review sessions, proctored exams
- Introduction to Mathematics**, University of Texas Summer 2013  
*Teaching Assistant* (Undergraduate course)
- **Instructors:** Ko Woon Um, Ph.D., & Zachary Miner, Ph.D.
  - **Responsibilities:** Serve as a teaching and grading assistant
- Introduction to Mathematics**, University of Texas Fall 2012  
*Teaching Assistant* (Undergraduate course)
- **Instructors:** Jennifer Mann, Ph.D. and Corrine Irwin, Ph.D.
  - **Responsibilities:** Served as a teaching assistant to 300+ undergraduate students. Attended class lectures and proctored exams. Held weekly office hours to meet with students to discuss homework and course progress. Graded exams and entered all course grades in spreadsheet.
- Matrices and Matrix Calculations**, University of Texas Spring 2012  
*Teaching Assistant* (Undergraduate course)
- **Instructors:** Samuel Isaacson, Arlo Schurle, Ph.D., Brett Milburn
  - **Responsibilities:** Served as a teaching assistant to 300+ undergraduate students. Held office hours, hosted exam review sessions, graded homework and exams.
- Adolescent Development**, University of Texas Fall 2011  
*Teaching Assistant* (Undergraduate course)
- **Instructor:** Janay Sander, Ph.D.
  - **Responsibilities:** Served as a teaching assistant to 50+ undergraduate students. Attended lectures, conducted exam review sessions, graded projects, **presented lecture on Adolescent Identity Development.**
- Introduction to Physics**, Texas A&M University Summer 2008  
*Teaching Assistant* (Undergraduate course)
- **Supervisor:** Jacqueline Hodge
  - **Responsibilities:** Served as a teaching assistant for 20 incoming freshmen as part of the Learning to Excel in Engineering through Preparation (LEEP) program. Attended lectures, conducted twice-weekly review sessions, and graded exams.
- Introduction to Engineering**, Texas A&M University Summer 2008  
*Teaching Assistant* (Undergraduate course)
- **Supervisor:** Jacqueline Hodge
  - **Responsibilities:** Served as a teaching assistant for 20 incoming freshmen as part of the LEEP program. Attended lectures, conducted twice-weekly review sessions, and graded exams.

## ADDITIONAL TRAINING AND RELEVANT COURSEWORK

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**Grant Writing: Substance Abuse and Mental Health Services Administration**, participated in the preparation and writing of a training grant proposal submitted by Dr. Cindy Carlson. Austin, TX, May, 2014.

**Motivational Interviewing Training**, full-day training on motivational interviewing by Dr. Mary Velasquez & Dr. Nannette Stephens. A six-month follow-up to this training provided motivational interviewing coaching and scoring by experts of motivational interviewing; sponsored by University of Texas-Austin Integrated Behavioral Health grant. Austin, TX, September, 2013. Coaching in March, 2014.

## Multicultural Specialization



- **Issues in Multicultural Research**, seminar course taught by Kevin O. Cokley, Ph.D. Group Facilitated Lecture: Issues in Quantitative Measurement and Assessment with Diverse Groups; University of Texas at Austin Fall, 2013.
- **Multicultural Counseling**, seminar course taught by Kevin O. Cokley, Ph.D. Presentation topic: Intersectionality. University of Texas at Austin, Spring, 2013.
- **Psychological Assessment of Culturally Diverse Students and English Language Learners**, a full-day presentation of psychoeducational assessment in the schools for diverse students by Dr. Samuel Ortiz. Topics related to nonverbal assessments, cultural variables, and rapport building were presented; sponsored by Austin Independent School District, Austin, TX, August 2012.
- **Multicultural Counseling: Culturally Responsive Approaches within the Era of Evidence-Based Interventions**, a half-day workshop presented by Janine Jones, Ph.D.; sponsored by the University of Texas-Austin School Psychology Diversity Committee. Austin, TX, May, 2012

## GRADUATE CLINICAL TRAINING – THERAPY

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### APA-Approved Doctoral Internship

July 2016- July 2017

#### *Doctoral Psychology Intern*

- **Momentous Institute**, Dallas, TX  
Primary Supervisor: Neil Ravello, PhD, LP
  - **Responsibilities:** As part of a full-time, 53-week long internship: completed at least a total of five psychological evaluations for children between the ages of 7 and 16, maintained a therapy caseload of at least 12 families, received at least three hours of supervision weekly, supervised at least one graduate student completing their practicum, and co-led a parent education group with women who presented with substance abuse in a rehabilitation center. Additional rotations completed included: early childhood assessments as part of an assessment team, and co-led an experiential-based, multi-family group therapy program. Momentous Institute emphasizes an internship program that highlights an emphasis on neurobiological, trauma-informed, post-modern, and culturally attuned training.

### Advanced Practicum

July 2015- June 2016

#### *Psychological Services Practicum Intern*

- **Dallas Independent School District**, Dallas, TX  
University Supervisor: Kevin Stark, Ph.D.  
Site Supervisor: Julie Gomez, LSSP
  - **Responsibilities:** Participate in weekly shadowing of the delivery of an array of psychological services within a large school district including: individual and group therapy sessions, teacher, parent and administration consultation, student support teams, and additional services as needed. Interact with school administration and staff to become familiar with the structure and delegation of services by departments. Participate in crisis response team activities, as needed.

### Advanced Practicum

August 2014- June 2015

#### *Residential Treatment Center Intern/Therapist*

- **Settlement Home For Children**, Austin, TX  
University Supervisor: Kevin Stark, Ph.D.  
Site Supervisor: Michelle Spikes, LCSW
  - **Responsibilities:** Provided weekly individual therapy to a regular caseload of adolescent girls living in a non-profit residential treatment facility as a result of a history of abuse and trauma. Initiated milieu therapy with residents not specifically on my caseload, facilitated group therapy sessions and consulted with clinical and direct care staff. Additional responsibilities included writing comprehensive case conceptualizations and treatment summaries with diagnostic formulations; attending client staffing meetings; attending weekly university-based group supervision; site-based individual supervision, and peer supervision; as well as monthly site-based

group supervision. Received instruction in the conceptualization and delivery of therapeutic services within a Trust-based Relational and Trauma-focused Cognitive Behavioral framework.

- **Common Client Concerns:**

All female adolescent clients; racially and ethnically diverse clientele; run away risks; history of abuse and neglect; chronic family dysfunction; psychiatric symptoms; PTSD

### Advanced Practicum

August 2013 – July 2014

*Practicum Therapist; GPE- Integrated Behavioral Health Fellowship Trainee*

- **Lone Star Circle of Care- Crockett High School**

5601 Manchaca Rd.

Austin, TX 78745

University Supervisor: Greg Allen, Ph.D.

Site Supervisor: Elizabeth Minne, Ph.D.

- **Responsibilities:** Provided weekly individual, group, and family therapy to clients from racially and ethnically diverse backgrounds through a federally qualified healthcare center located within the school. Led a weekly social skills group of adolescent boys diagnosed with Autism Spectrum Disorder. Co-facilitated a process group of male and female students with various mood and behavioral disorders. Performed over ten new client intake sessions. Consulted with site psychiatrist, school administration, school nurse, teachers, and was a part of Admission, Review, and Dismissal meetings of particular clients.

- **Common Client Concerns:**

Adolescent male and female clients; Mostly general education students; High exposure to violence and drug use; Family dysfunction; Substance abuse problems; Truancy; Mood and behavioral disorders; Limited financial resources

### Family System Assessment and Intervention

August 2013 – July 2014

*Practicum Therapist; GPE- Integrated Behavioral Health Fellowship Trainee*

- **Lone Star Circle of Care- Crockett High School**

University Supervisor: Cindy Carlson, Ph.D.; Greg Allen, Ph.D.

Site Supervisor: Elizabeth Minne, Ph.D.

- **Responsibilities:** Provided an average of four family therapy sessions to four different families seeking to build a more supportive relationship. The sessions were in addition to weekly individual sessions with existing clients that were a member of the family. Live supervision and translation support were provided. Families set therapy goals and monitored their improvement over the course of a semester. One family was assessed with family interviews, observations, interaction tasks, administration of the Parent Stress Index, the Family Assessment Device, and Kinetic Family Drawings for children. Developed comprehensive treatment plans based on assessment results and structural goals.

- **Client Specifics:**

- Hispanic family system consisting of the father, paternal grandmother, and 15-year-old son. The family was referred for therapy by school administration due to the son's truancy behavior and change in affect after he reunited with his mother (the mother abandoned the family when the son was 5-years-old and recently returned to the city). The family established goals related to improving communication, giving each other space, and discontinue secretive behavior.
- Caucasian family system consisting of mother and son (age 15). The family was referred due to son's problematic behaviors (e.g., fighting, biting, cursing, sexualized behaviors, and classroom aggression). He was diagnosed as a student with ASD and mom no longer felt confident in her ability to manage his behavior. Play therapy and Parent-Child Interaction Therapy were the treatment modalities used for this case.
- Hispanic family system consisting of the mother, son (age 13), and daughter (age 15). They were referred due to the daughter's excessive truancy and being withdrawn from school two times prior to the current reenrollment. The children recently moved back in with their mother and were experiencing similar neglect that had previously occurred in the home. Family goals of more open and honest communication, maintain role clarity and responsibility, and positive family problem-solving were established.

### Cognitive Behavioral Assessment and Intervention

January – May 2013

*Practicum Therapist*

- **Del Valle Independent School District**, Del Valle, TX  
University Supervisor: Jennifer Carter, Ph.D., LSSP  
Site Supervisor: Lisa Lasater, Ph.D., LSSP
  - **Responsibilities:** Provided weekly, cognitive-behavioral therapy in a district that predominantly serves Hispanic and African American children from economically disadvantaged circumstances. Utilized goal setting, coping skills, problem solving, cognitive reframing, social skills training, perspective taking, and self-monitoring. Offered recommendations to future therapists and clients on ways to increase effectiveness of session time.
  - **Common Client Concerns:**
    - All male clients from racially and ethnically diverse backgrounds; Special Education students under Other Health Impaired and Emotional Distress; Coping with loss; Conduct problems

**GRADUATE CLINICAL TRAINING – ASSESSMENT**

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**Advanced Practicum**

June 2015 - Present

Advanced Practicum Student

- Center for Psychological Services  
University Supervisor: Kevin Stark, Ph.D.  
Site Supervisors: Carol Richardson, PhD, LSSP, LP  
Kimberly Booker, PhD, LSSP, LP  
Angela Mitchell, PhD, LP, LSSP
  - **Responsibilities:** Assisted psychologists in a private, outpatient mental health clinic providing professional consultation to individuals, families, school districts and other mental health and medical professionals. Duties include assisting in the selection, administration and writing of full psychiatric, psychoeducational, and autism evaluations for outpatient clients and agencies such as the Department of Family and Protective Services and various foster agencies. Thus far, assisted client ages range from 3- 38 years old.
  - **Assessment Battery Includes:**
    - Autism Diagnostic Observation Schedule-2<sup>nd</sup> edition, Kauffman Brief Intelligence Test-2<sup>nd</sup> edition, Psychiatric Diagnostic Screening Questionnaire, Conner's Behavior Rating Scale, Wide Range Achievement Test- 4<sup>th</sup> edition, Bracken School Readiness, Bayley Scales of Development, Children's Self-Report and Inventory Projective Inventory

**Neuropsychological Assessment and Intervention**

January - June 2014

Practicum Diagnostician

- Dell Children's Blood and Cancer Center  
University Supervisor: Greg Allen, Ph.D.  
Site Supervisor: None. Assessment conducted off-site
  - **Responsibilities:** Conducted a comprehensive psycho-educational and neuropsychological assessment, including guardian, teacher, and child interviews. Presented assessment results and recommendations to teachers, school personnel, and child verbally and in a comprehensive written report. Participated in weekly group and individual supervision. Received training in the theory and practice of clinical neuropsychological assessment with children and adolescents, functional neuroanatomy, central nervous system development, neurological disorders, and psychopathology. Attended weekly lab tutorials and received instruction in the administration of neuropsychological tests.
  - **Assessment Battery:**
    - Kaufman Assessment Battery for Children, Second Edition (KABC-II), Kaufman Tests of Educational Achievement, Second Edition (KTEA-II), Hand Dynamometer-Grip Strength, Lafayette Grooved Pegboard Test, Halstead-Reitan Tactual Performance Test, Delis-Kaplan Executive Function System (D-KEFS, selected subtests), Wide Range Assessment of Memory and Learning – Second Edition (WRAML-2, selected subtests), Conners' CPT, California Verbal Learning Test (CVLT), Peabody Picture Vocabulary Test (PPVT), Expressive Vocabulary Test (EVT)

**Social-Emotional, Behavioral, and Psychological Assessment**

August – December 2012

*Practicum Diagnostician*

- **Del Valle Independent School District**  
University Supervisors: Deborah Tharinger, Ph.D. and Jennifer Carter, Ph.D., LSSP  
Site Supervisor: Lisa Lasater, Ph.D., LSSP
  - **Responsibilities:** Conducted comprehensive psycho-educational, behavioral, and social-emotional assessments with racially and ethnically diverse clientele. Utilized social-emotional techniques including behavioral observations, clinical interviews, as well as administration, scoring and interpretation of behavior rating scales, self-report measures, and projective tests. Offered recommendations to teachers and parents of client. Participated in weekly site supervision and university-based individual and group supervision.
  - **Assessment Battery:** Woodcock-Johnson III Tests of Cognitive Abilities (WJ COG); Woodcock-Johnson III Tests of Achievement (WJ ACH); Robert's Apperception Test (RAT); BASC-2: Parent, Teacher, and Adolescent Rating Scales; Projective Drawings; Sentence Completions

**Academic Assessment and Intervention**

January – May 2012

*Practicum Diagnostician*

University Supervisor: Janay Sander, Ph.D.

- **Responsibilities:** Conducted a comprehensive psycho-educational assessment, including parent, child, and teacher interviews, a review of academic records, and school observation. Assessment battery was selected based on client referral questions. Orally communicated assessment results and recommendations to parents and child, as well as in a comprehensive written report. Received instruction and training in psycho-educational diagnosis and intervention. Met weekly for group supervision.
- **Assessment Battery:** WJ COG; WJ ACH; Gray Diagnostic Assessment 2; KeyMath Diagnostic Assessment 3; BASC-2: Parent and Teacher Rating Scales; Gilliam Asperger's Disorder Scale.

**Individual Testing**

August – December 2011

*Practicum Diagnostician*

- **University Supervisor:** Timothy Keith, Ph.D.
  - **Responsibilities:** Administered cognitive measures for the purpose of gaining experience assessing children, adolescents, and adults. Wrote practice reports reflecting findings, and combined results across tests for one comprehensive report. Presented data from comprehensive case to class and instructor. Received instruction in cognitive testing for children, adolescents, and adults.
  - **Assessment Battery:** Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV), Differential Ability Scales (DAS), WJ COG

**GRADUATE CLINICAL TRAINING – CONSULTATION****School Psychological Services: Consultation, Assessment, and Intervention**

August-December 2013

*Practicum Diagnostician*

- **Lone Star Circle of Care- Crockett High School**  
University Supervisor: Cindy Carlson, Ph.D.  
Site Supervisor: Elizabeth Minne, Ph.D.
  - **Responsibilities:** Provided consultation to parents, teachers, and direct care staff for children referred by the special education counselor, teachers, and school counselor. Provided crisis intervention services, including risk-assessments for suicidal students. Participated in Admission, Review, and Dismissal (ARD) meetings for individual therapy clients receiving special education services. Received training and instruction in the theory and practice of consultation.
  - **Client Specifics:**
    - 14-year-old Caucasian male was referred for a consultation by his school counselor due to conflict with his history teacher. After an initial interview with the student regarding his classroom behavior, it was decided that the source of the conflict was relational and that a non-traditional approach to consultation was warranted. Mediation was used to establish a common ground. A contract between the teacher and student was established at the mediated meeting.

**EMPLOYMENT EXPERIENCE**

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**Hancock Wellness Center: Private Practice Psychologist**

Jan. 2013 – June 2015

*Diagnostician*

- Complete full battery psycho-educational test administration and scoring for clients
- Assessments of approximately six clients per month

**School Psychology Program, University of Texas**

June – Aug. 2012

*Program Assistant*

- Maintained checkout procedures and distributed assessment kits to graduate students; aided with graduate student recruitment; prepared for incoming graduate class

**Department of Student Life Studies, Texas A&M University**

Jan. 2009 – Aug. 2011

*Student Worker*

- Designed paper and web-based evaluations for clients using Verity Teleform and Vovici softwares, entered data from completed evaluations, interviewed and hired two students workers, completed final reports to communicate evaluation results to clients

**National Aeronautics and Space Administration**

Summer 2007

*Human Resources Intern*

- Performed basic clerical duties, interviewed applicants for internships in various science, technology, engineering and math related departments, planned and hosted two site-wide social events