

Donte L. Bernard, Ph.D.

Medical University of South Carolina
National Crime Victims Research & Treatment Center | Department of Psychiatry & Behavioral Sciences
BA20967 | 67 President St., 2-South IOP, MSC 861 | Charleston, SC 29425
Email: bernadon@musc.edu | Office: 843-792-8398

EDUCATION AND TRAINING

T-32 Postdoctoral Fellowship (T32 MH018869-32), September, 2019- April, 2021
Medical University of South Carolina
Advisor: Carla Kmett Danielson, Ph.D.

Ph.D., Clinical Psychology (Child and Family), August 2019
University of North Carolina at Chapel Hill

Dissertation: *Impostor Phenomenon: A Multi-Method Examination of Construct Validity among Black College students*
Advisor and Chair: Enrique Neblett, Ph.D

Predocloral Clinical Psychology Internship, August 2019
University of Miami School of Medicine Mailman Center for Child Development
Child Clinical Track, APA Accredited Program
Advisor: Jason Jent, Ph.D.

M.A., Psychology (Clinical, Child and Family), May 2015
University of North Carolina at Chapel Hill

Thesis: *The Moderating Influence of Racial Identity Profiles on the Relationship Between Racial Discrimination and Impostor Phenomenon*
Advisor and Chair: Enrique Neblett

B.A., Psychology, May 2013
Kansas State University
Advisor: Donald Saucier, Ph.D.

ACADEMIC APPOINTMENTS

2021-Present **Assistant Professor**
Medical University of South Carolina
National Crime Victims Treatment and Research Center, Charleston, SC

LICENSURE

2020-present South Carolina Licensed Psychologist, License Number 1651

GRANTS

Active

Title: *Novel Mixed-Method Research and Training in Racism-Related (K23MD016168)*

Trauma and Mental Health Disparities Among Black Youth

Funding Source: NIMHD/NIH

Funds Awarded: \$909,895.00

Dates awarded: 5/21/21-5/31/26

Role: Principal Investigator

Declined

Title: *Racial Discrimination and Health among Black Youth: Understanding Developmental Mechanisms*

Funding Source: NCATS/NIH

Funds Awarded: \$452,250.00

Proposed Dates: 04/01/21-3/31/23

Role: Principal Investigator

FELLOWSHIPS, HONORS, AND AWARDS

- 2020 Fellow, Child Intervention, Prevention, & Services (CHIPS), National Institute of Mental Health [R25MH068367]
- 2020 Fellow, Researcher Resiliency Training (RRT), Washington University in St. Louis, Brown School [R25MH118935]
- 2019 Dissertation of the Year Award, American Association of Blacks in Higher Education
- 2017 Baughman Dissertation Research Award, University of North Carolina at Chapel Hill, Department of Psychology and Neuroscience
- 2017 Bernadette Gray-Little Award for Diversity Enhancement in Psychological Research, University of North Carolina, Department of Psychology and Neuroscience
- 2017 Rosa Swanson Award, University of North Carolina at Chapel Hill, Department of Psychology and Neuroscience
- 2017 Student Ambassador Scholarship, ResearchTalk Qualitative Research Workshop
- 2017 Excellence in Mentoring Award, University of North Carolina at Chapel Hill, Graduate and Professional Student Federation (GPSF)
- 2017 Outstanding Student Diversity Research Award, Society for Science of Clinical Psychology (SSCP)
- 2017 Chancellor's Candidacy Research Award, University of North Carolina at Chapel Hill, Initiative for Minority Excellence
- 2016 Fellow, Program for Research on Black Americans (PRBA), University of Michigan
- 2014 National Science Foundation Graduate Research Predoctoral Fellowship, National Science Foundation
- 2014 Ford Foundation Predoctoral Fellowship, Ford Foundation
- 2014 Diversity Research Article Award, Psi Chi, The International Honor Society in Psychology
- 2014 Outstanding Graduate Research Poster Presentation Award, American Psychological Association, Division 45
- 2013 Dahlstrom Fellowship, University of North Carolina at Chapel Hill, Department of Psychology and Neuroscience
- 2013 Doreen Shanteau Undergraduate Research Fellowship, Kansas State University, Department of Psychology
- 2013 John C. Peterson Undergraduate Research Award, Kansas State University, Department of Psychology
- 2011 McNair Scholar, Kansas State University

PUBLICATIONS

Refereed Journal Articles

1. Banks, D. E., Riley, T. N., **Bernard, D. L.**, Fisher, S., & Barnes-Najor, J. (*in press*). Traditional risk and cultural protection: Correlates of alcohol and cannabis co-use among African American adolescents. *Psychology of Addictive Behaviors*.
2. Willis, H.A., Sosoo, E.E., **Bernard, D.L.**, Neal, A.J., & Neblett, E.W. (*in press*). The associations between internalized racism, racial identity, and psychological distress. *Emerging Adulthood*.
3. **Bernard, D.L.**, Calhoun, C. D., Banks, D.E., Halliday, C. A., Hughes-Halbert, C., & Danielson, C. K. (2021). Making the "C-ACE" for a culturally-informed adverse childhood experiences framework to understand the pervasive mental health impact of racism on Black youth. *Journal of Child and Adolescent Trauma*, 14(2), 233-247.
4. **Bernard, D. L.**, Jones, S. C.T., Volpe, V.V. (2020). Impostor phenomenon and psychological well-being: The moderating roles of John Henryism and racial composition of college campus. *Journal of Black Psychology*, 46(2-3), 195-227.
5. Sosoo, E. E., **Bernard, D. L.**, & Neblett, E. W., Jr. (2020). The influence of internalized racism on the relationship between discrimination and anxiety. *Cultural Diversity and Ethnic Minority Psychology*, 26(4), 570–580.

6. McManus, J. L., Saucier, D. A., O'Dea, C. J., & **Bernard, D. L.** (2019). Aversive Affect Versus Racism as Predictors of Racial Discrimination in Helping. *Basic and Applied Social Psychology*, 41(4), 230-253.
7. **Bernard, D. L.**, & Neblett, E. W. (2018). Culturally informed model of the development of impostor phenomenon among African American youth. *Adolescent Research Review*, 3(3), 279-300.
8. **Bernard, D. L.**, Hoggard, L. S., & Neblett, E. W., Jr. (2018). Racial discrimination, racial identity, and impostor phenomenon: A profile approach. *Cultural Diversity and Ethnic Minority Psychology*, 24(1), 51-61.
9. Cokley, K., Smith, L., **Bernard, D. L.**, Hurst, A., Jackson, S., Stone, S., Awosogba, O., Saucer, C., Bailey, M., Roberts, D., (2017). Impostor feelings as a moderator and mediator of the relationship between perceived discrimination and mental health among ethnic minority college students. *Journal of Counseling Psychology*, 64(2), 141–154.
10. **Bernard, D.L.**, Lige, Q.M., Willis, H.A., Sosoo, E.E., & Neblett, E.W. (2017). Impostor phenomenon and mental health: The influence of racial discrimination and gender. *Journal of Counseling Psychology*, 64(2), 155-166.
11. Neblett, E. W., **Bernard, D. L.**, & Banks, K. H. (2016). The moderating roles of gender and socioeconomic status in the association between racial discrimination and psychological adjustment. *Cognitive and Behavioral Practice*, 23(3), 385-397.
12. Gaylord-Harden, N. K., Zakaryan, A., **Bernard, D. L.**, & Pekoc, S. (2015). A cluster analysis derived classification of community-level victimization and aggressive behavior in African American male adolescents. *Journal of Community Psychology*, 43(4), 502-219.
13. Mitchell, Y.T., Hartenstein, J.L., & **Bernard, D.L.** (2014). Portfolios in family science: A template for integrating family life education. *Family Science Review*, 19(1), 37-55.
14. **Bernard, D. L.**, McManus, J. L., & Saucier, D. A. (2014). Blacks in the red: Racial discrimination in funding allocations. *Psi Chi Journal of Psychological Research*, 19(1), 28-36.

Submitted Manuscripts

1. **Bernard, D. L.**, Halliday, C. A., Banks, D.E., Are, F., & Danielson, C. K. (*under review*). Rumination as a mediator of the association between racial discrimination and internalizing symptoms among Black youth.
2. **Bernard, D.L.**, Smith, Q., Lanier, P. J. (*under review*). Racial discrimination as a risk factor for internalizing concerns and other adverse childhood experiences.
3. **Bernard, D.L.**, Willis, A., H., Sosoo, E.E. (*under review*). The impact of racism on violence exposure among Black children in the United States.
4. Goodrum, N. M., **Bernard, D.L.**, & Moreland, A. D. (*in preparation*). Relations among interpersonal violence, PTSD, and substance use: Do indirect effects differ by substance type?
5. Banks, D. E., Hahn, A. M., Goodrum, N. M., **Bernard, D. L.**, Adams, Z. W., McCart, M. R., Chapman, J., Sheidow, A. J., de Arellano, M. A., & Danielson, C. K. (*under review*). Sexual Risk Behavior among Adolescents Seeking Treatment for Posttraumatic Stress Disorder: Implications for Integrated Treatment.
6. Anyiwo, N., Avery, L.R., Stanton, A.G., **Bernard, D.L.**, Abrams, J.A., & Golden, A.R. (*under review*). Becoming Strong: Sociocultural Experiences, Mental Health & Black Girls' Strong Black Woman Schema Endorsement.

Works in Preparation

1. **Bernard D. L.**, O'Loughlin, K., Anton., M. T., Ridings, L.E., Cooley, J.L., Gavrilova, Y., Ruggiero, K. J., & Davidson, T.M. (*in preparation*). Mental health Services among African American and White patients hospitalized after traumatic injury.
2. **Bernard, D. L.**, Haroon, M. & Neblett, E. W. (*in preparation*). Impostor phenomenon: A multi-method examination of construct validity among Black college students.
3. Halliday, C. A., Splett, J.W., **Bernard, D.L.**, McSween, D. (*in preparation*). Maximizing equity outcomes in the interconnected systems framework.

Chapters in Edited Collections

1. **Bernard, D. L.** & Stone-Sabali, S. (*in press*). Impostor phenomenon: Considerations for students in clinical psychology. In M.J. Prinstein (Ed.), *The portable mentor: Expert guide to a successful career in psychology*. Third Edition. New York: Cambridge University Press.
2. Calhoun, C.D., **Bernard, D.L.**, Medina, L.D., Behar, E., Smith, A.R., Miller, A.B., Franklin, J.C., Diaz Martinez, A.M., Scarpa, A., Nock, M.K., & Prinstein, M. J. (*in press*). Considerations for first generation students in psychology. In M.J. Prinstein (Ed.), *The portable mentor: Expert guide to a successful career in psychology*. Third Edition. New York: Cambridge University Press.
3. Neblett, E. W., Sosoo, E. E., Willis, H. A., **Bernard, D. L.**, & Bae, J. (2018). Cognitive behavioral models, measures, and treatments for depressive disorders in African Americans. In E. C. Chang, C. A. Downey, J. K. Hirsch, & E. A. Yu (Eds.), *Treating depression, anxiety, and stress in ethnic and racial groups* (pp. 73–97). Washington, DC: American Psychological Association.
4. Neblett, E.W., Jr., Sosoo, E.E., Willis, H.A., **Bernard, D.L.**, Bae, J., & Billingsley, J.T. (2016). Racism, racial resilience and African American youth development. Person-centered analysis as a tool to promote equity and justice. In S.S. Horn, M.D. Ruck, & L.S. Liben (Eds.) & J. Benson (Series Ed.), *Advances in Child Development and Behavior: Equity and justice in developmental sciences (Vol. 2): Implications for young people, families, and communities*, 51, 43-79.

Other Peer Reviewed Work

1. Calhoun, C. D., **Bernard, D. L.**, Medina, L., Behar, E., Smith, A., Miller, A. B., Franklin, J.C., Diaz-Martinez, A. M., Scarpa., A., Nock, M. K., & Prinstein, M. J. (*in press*). Considering graduate students first: Reflections and advice from first-generation students in our field. *Behavior Therapist*.

Research Based Commentary

1. Desir, M.P. & **Bernard, D.L.** (2021). [Research to practice brief](#) on the paper “Healing interpersonal and racial trauma: Integrating racial socialization into trauma-focused cognitive behavioral therapy for African American youth by Metzger, I.W., Anderson R.E., Are. F., & Ritchwood, T. *American Professional Society on the Abuse of Children Research to Practice Briefs*.
2. Sosoo, E. E., **Bernard, D.L.**, Merritt, C.C. (July 21, 2020). [Antiracism Requires Accomplices](#). *Diversity Issues in Clinical Science: Psychological Clinical Science Accreditation System Newsletter*.
3. **Bernard, D.L** & Lowe, L. (July 30, 2019). [Impostor Syndrome, Black College Students and How Administrators Can Help](#). *Diverse Issues in Higher Education*.

CONFERENCE PRESENTATIONS

Papers

1. **Bernard, D.L.** (2021, February). *The Moderating Role of John Henryism and First-Generation Status in the Association between Minority status Stress and Psychological Adjustment*. In H. Willis (Chair), Examining the Influence of Culturally-Specific Risk and Protective Factors on the Psychological Well-Being of African American Late Adolescents: Implications for Counseling and Clinical Interventions. Symposium virtually presented at SRA Virtual 2021.
2. **Bernard, D.L.**, Halliday, C. A., & Danielson, C., K. (2020, November). *Rumination as a Mediator of the Association between Racial Discrimination and Mental Health among Black Adolescents*. In D. Bernard (Chair), Identifying Barriers and Mechanisms for the Treatment of Racial Trauma Among Black Communities: Implications for Bridging Science and Practice. Symposium virtually presented at International Society for Traumatic Stress Studies Annual Meeting.
3. **Bernard, D.L.** (2020, May). *Impostor Phenomenon and Psychological Well-Being: The Moderating Roles of John Henryism and Racial Composition of College Campus*. In D. Bernard (Chair), The role of Culturally Specific Coping among Black Youth and Adolescents. Symposium accepted at the Society for Research in Child Development Special Topic Meeting, Rio Grande, Puerto Rico. *Conference Cancelled*.
4. **Bernard, D.L.** (2019, March). *Understanding the Impostor Phenomenon among African American College Students*. Paper presented at the American Association of Blacks in Higher Education Annual Meeting, Indianapolis, IN.
5. **Bernard, D. L.** (2018, May). *Impostor Phenomenon: A Multi-Method Examination of Construct Validity among Black College Students*. In: G.H. Alvarado and A.B. Miller (Chairs). Diversity in Clinical Science: Where Do We Go From Here? Invited Symposium presented at the 30th Association for Psychological Science Annual Convention, San Francisco, CA.
6. **Bernard, D.L.**, Lige, Q.M., Neblett, E.W. (2016, March). *Gender and Racial Discrimination as Moderators of the Association Between the Impostor Phenomenon and Mental Health*. Paper presented in D. Bernard (Chair), Examining Black adolescents' in-school racial discrimination experiences: The Role of Gender and Class. Symposium conducted at the Society for Research on Adolescence Biennial Meeting, Baltimore, MD.
7. **Bernard, D.L.**, & Neblett, E.W. (2015, June). *The Moderating Influence of Racial Identity Profiles on the Relationship Between Racial Discrimination and the Impostor Phenomenon*. Paper presented at the Black Graduate Conference in Psychology, Ann Arbor, Michigan.
8. **Bernard, D.L.**, Neblett, E.W., & Copper, C. S. (2015, March). *The Moderating Roles of Gender and Socioeconomic Status in the Association between Racial Discrimination and Psychological Adjustment*. Paper presented in S.M. Cooper (Chair), African Americans' Race-Related Experiences across the Lifespan: Contributions of Gender and Context. Symposium conducted at 2015 Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
9. **Bernard, D.L.**, Saucier, D.A. (2013, May). *The Impostor Phenomenon and the Influence of False Feedback on White and Minority Group Members*. Presented at annual Undergraduate Research Convocation, Manhattan, KS.
10. Mitchell, Y.T., Hartenstein, J.L., Markham, M.S. & **Bernard, D.L.** (2012, October). *Portfolios as Profitable Student Experiences in Family Science*. Paper presented at the National Council on Family Relations, Phoenix, AZ.

Posters

1. **Bernard, D.L.**, Comeau, G. C., Perez, C. D., Diaz, P. D., Salem, H. N., Jent, J.F. (August, 2019). The effects of stressor pileup on parent-child interaction-therapy among low-income racial and ethnic minority families. Poster presented at the biennial convention of Parent-Child Interaction Therapy International, Chicago, IL.
2. Salem, H. N., Garcia, D., **Bernard, D.L.**, Sherman, J. A. (August, 2019). The impact of non-interpersonal trauma-related stress on parent-child interaction therapy: Evaluating treatment engagement and outcomes. Poster presented at the biennial convention of Parent-Child Interaction Therapy International, Chicago, IL.
3. **Bernard, D.L.**, & Neblett, E. W. (April, 2018). Validating Clance's impostor scale among African American late adolescents. Poster presented at 2018 Society for Research on Adolescence Biennial Meeting, Minneapolis, Minnesota.
4. **Bernard, D.L.**, & Neblett, E. W. (June, 2017). Racial discrimination, interpersonal sensitivity, and impostor phenomenon: A mediation approach. Poster presented at the Black Graduate Conference in Psychology, Prairie view, TX.
5. **Bernard, D.L.**, & Neblett, E. W. (May, 2016). Vigilance as a moderator of the link between everyday discrimination and mental health. Poster presented at the Black Graduate Conference in Psychology, Coral Gables, FL.
6. **Bernard, D.L.**, & Neblett, E.W. (2014, June). The effects of racial discrimination and racial identity on the impostor phenomenon. Poster presented at the Third Biennial APA Division 45 Research Conference, Eugene, Oregon.
7. **Bernard, D.L.**, McManus, J. L., & Saucier, D. A. (2013, January). Making mountains of molehills: Opportunities for justification in an emergency interracial helping situation. Poster presented at the annual meeting of the Society for Personality and Social Psychology, New Orleans, Louisiana.
8. McManus, J. L., **Bernard, D. L.**, & Saucier, D. A. (2013, January). Consequences of practicality in helping natural disaster victims: A comparison of the 2011 Japanese tsunami and Joplin, Missouri Tornado. Poster presented at the annual meeting of the Society for Personality and Social Psychology, New Orleans, Louisiana.
9. **Bernard, D.L.**, McManus, J. L., & Saucier, D. A. (2011, September). Discrimination in Helping Situations as a Function of Financial Cost. Poster presented at the McNair Scholar Heartland Conference, Kansas City, MO.

Workshops

1. Jent, J.F., Peskin, A., **Bernard, D. L.**, Sherman, J., A., Garcia, D., Weinstein, A. (August, 2019). *I-PCIT: Learning the ins and outs of technological proficiency, CDI Coaching, and PDI Coaching*. Workshop presented at the biennial convention of Parent-Child Interaction Therapy International, Chicago, IL.
2. Mitchell, Y. M., Hartenstein, J. L., & **Bernard, D.L.** (2013, March). *Student hierarchy of needs in family science*. Workshop presented at the annual Innovations in Teaching and Learning Conference, Manhattan, KS.

INVITED PRESENTATIONS, WORKSHOPS, AND PANELS

1. **Bernard, D.L.** (April, 2021). *Psychological Consequences of Racial Trauma among Black Youth*. Invited Presentation given virtually at University of Notre Dame Kroc Institute Peace Research Seminar.
2. **Bernard, D. L.** & Lowe, L. (April, 2021). *Understanding Impostor Syndrome: Strategies for Academic Success*. Invited Presentation given virtually at Our Lady of the Lake University, McNair Scholars Program.
3. **Bernard, D. L.** (March, 2021). *Adverse Childhood Experiences and Multicultural Clinical Practice*. Invited

Presentation given virtually at University of Virginia, Department of Psychology Clinical Lunch.

4. **Bernard, D. L.** & Goodrum, N. M. (2021, January). *Multicultural Considerations in Trauma Treatment*. Invited Presentation given virtually at the South Carolina Psychiatric Association Annual Meeting, Virtual Conference.
5. **Bernard, D.L.** (2020, September). *Stress and Stress Management among Black Men*. Invited Presentation given virtually at Endangered? A Talk on Health of Black Men. Virtual Workshop.
6. **Bernard, D. L.**, & Goodrum, N.M. (February, 2020). *Identifying and Managing Trauma-Related Anxiety within Academic Contexts*. Invited Workshop presented at Meeting Street Elementary School, Charleston, SC.
7. **Bernard, D. L.** & Lowe, L. (June, 2020). *The Impostor Syndrome: Strategies for Academic & Professional Success*. Invited Presentation given at Howard University Summer Enrichment Science Academy.
8. Invited Panelist, Boston University Day of Collective Engagement, June 2020
Psychological and Physiological Impacts of Racism
9. Invited Panelist, University of Michigan National Center for Institutional Diversity, June 2020
"Still, we rise": Navigating racial and religious identity in the academy. Virtual Webinar
10. **Bernard, D. L.** (February, 2020). *We Can't Talk about ACE Without Race: A Culturally Informed Model of the Adverse Childhood Experiences Framework*. Invited Presentation given at University of North Carolina Chapel Hill Diversity Journal Club.
11. **Bernard, D. L.** (September, 2017). *Navigating a Predominately White Institution and Contextualizing Impostor Phenomenon as a Minoritized Male*. Invited presentation given at University of North Carolina Chapel Hill, Brotherhood of Success meeting.
12. **Bernard, D. L.** (December, 2016). *Psychology of the Impostor Phenomenon*. Invited presentation given at McDougle Middle School, Chapel Hill, NC.

SELECT RESEARCH EXPERIENCE

Threat-related Negative Valence Systems, Child Victimization, and Anxiety 9/2019-Present
Medical University of South Carolina, National Crime Victims Center
Advisor: Carla Kmett Danielson, Ph.D.

Role on project: Collaborator and research assistant on project funded by the National Institute of Mental Health (1R01MH112209). This project longitudinally examines the impact of stressors on specific neural, physiological, and psychological processes that contribute to long-term stress management and resiliency among youth. As part of the project, I am utilizing a developmental risk and resilience framework to investigate the traumatic implications of racism on the health of Black youth and adolescents. My roles include assisting in data collection, developing research questions, developing and testing study hypotheses, collaborating within a multidisciplinary team, writing manuscripts, and disseminating findings.

Providing a Continuum of Parent-Child Interaction Therapy Services to At-Risk Families and Children with Identified Developmental Disabilities 8/2018-9/2019
University of Miami Miller School of Medicine, Mailman Center for Child Development
Advisor: Jason F. Jent, Ph.D.

Role on project: Co-Investigator on research team investigating the dissemination and implementation of Parent-Child Interaction Therapy (PCIT) in medically underserved, low-income, and high-need communities. This research

program examines the engagement strategies and tailored treatment approaches most efficacious in engaging diverse populations from medically underserved areas, as well as the developmental trajectories of children in such families before and after PCIT treatment. As a research team member, I assisted in data collection, developed research questions, developed and tested study hypotheses, and presented findings at national conferences.

Strengthening the Black Family: Community Based Participatory Research

8/2015-9/2018

University of North Carolina Department of Psychology & Neuroscience

Advisor: Enrique Neblett, Ph.D.

Role on project: Member of research team developing a community-academic partnership focused on racism and mental health in African American children, youth, and families in Raleigh, North Carolina. The goal of this collaboration is to develop culturally informed interventions for Black youth and families and reduce racial healthcare disparities within the community. As a research team member, participated in photovoice training and community town hall meetings. Assisted in implementation of photovoice training with youth. Project funded by the *Detroit Community-Academic Urban Research Center, the University of Michigan Community-Based Participatory Research Academy, and the Carolina Center for Public Service.*

Racial, Contextual, and Cultural Factors that Undergird the Impostor-Adjustment Link

4/2014-Present

University of North Carolina Department of Psychology & Neuroscience

Advisor: Enrique Neblett, Ph.D.

Role on project: Developed research program that incorporates a developmental psychopathology perspective, as well as structural equation modeling, longitudinal, and qualitative approaches to examine the development, maintenance, and psychological implications of impostor phenomenon among African American youth and emerging adults. First author or coauthor on several manuscripts either accepted or under review examining the development of impostor phenomenon, and moderators and mediators of the impostor-adjustment link among African American emerging adults. As part of project, defended dissertation (5/2018).

Racism-Related Stress and Health: Underlying Mechanisms and Processes

8/2013-9/2019

University of North Carolina Department of Psychology & Neuroscience

Advisor: Enrique Neblett, Ph.D.

Role on project: Member of research team that longitudinally investigated the underlying mechanisms and processes of the link between race-related stress and health among African American emerging adults. The project broadly aims to elucidate mental and physical health trajectories of African American young adults following exposure to racism-related stress and was funded by the UNC Research Council and the UNC Institute of African American Research. As project coordinator, converted paper and pencil measures to online Qualtrics platform, assisted in IRB modifications, and led data collection for the project. As a member of the research team, assisted in data collection, lead and co-author manuscripts, disseminate findings at national conferences.

Victimization and Aggression in Urban Adolescent Minorities

5/2012-7/2012

Loyola University Chicago Department of Psychology

Advisors: Noni Gaylord-Harden, Ph.D.

Role on project: Lead role in entering and coding data, assisted in data collection. Conducted literature review related to how community victimization and aggressive behavior impact psychosocial functioning variables victimization and aggression. Assisted in the publication of manuscript.

Ethnic Identity, Coping, and Self-Esteem in Low-Income Urban Male Minorities

5/2012-7/2012

Loyola University Chicago Department of Psychology

Advisors: Maryse Richards, Ph.D.

Role on project: Assisted in development of research questions and implementation of project examining the effectiveness of community-based intervention designed to bolster ethnic identity and coping skills and decrease community violence in inner city Chicago. Participated in community partnership "CeaseFire" project meetings.

Assisted in data collection. Entered and coded data in order to statistically analyze data using SPSS. Proofread grant proposal. Conducted literature review of ethnic identity and protective mechanisms within underrepresented low-income males.

Racial Discrimination in Helping Situations as a Function of Financial Cost

8/2011-5/2012

Kansas State University Department of Psychology,

Advisors: Donald Saucier, Ph.D. & Jessica McManus, Ph.D.

Role on project: Developed study design and research questions to examine disparities in funding allocation to between general student organizations and organizations that specifically support racial minority groups. Led participant recruitment and data collections. Assisted in data analysis. Published manuscript and orally presented findings.

CLINICAL EXPERIENCE

Supervised Post-Doctoral Clinical Experience During Postdoctoral Year

National Crime Victims Research and Treatment Center (NCVC)

9/2019-Present

Medical University of South Carolina

Supervisors: Carla Kmett Danielson, Ph.D. & Alyssa Rheingold, Ph.D.

Responsibilities: Provide trauma-based assessment and psychotherapy to children and adults who were victims or survivors of crimes, traumatic events, and homicide. Deliver, with fidelity, evidence-based treatments for PTSD and other trauma-related problems including Trauma Focused-Cognitive Behavioral Therapy, Risk Reduction Through Family Therapy, Trauma-Grief Component Therapy for Adolescents, Prolonged Exposure, and Cognitive Processing Therapy.

Supervised Pre-Doctoral Clinical Experience During Internship Year

Pediatric Psychology Diabetes Clinic

3/2019-9/2019

Department of Pediatrics, University of Miami Miller School of Medicine

Supervisor: Eileen Davis, Ph.D. & Monica Dowling, Ph.D.

Responsibilities: Provided consultation and intervention services to children, adolescents, and their families seeking diabetes care. Worked in a multidisciplinary team including pediatric endocrinologists, nurses, nutritionists, and diabetes educators. Conducted assessments and brief interventions for presenting concerns including coping and adjustment to a new diagnosis, adherence issues, healthy lifestyle adjustment and transition of diabetes-related care from parent to child, as well as comorbid concerns about child psychopathology and psychosocial, academic, and behavioral functioning. Utilized evidence-based Motivational Interviewing and Cognitive Behavioral Therapy paradigms as basis for intervention services.

Psychological Assessment of Learning Disorders

3/2019-9/2019

Department of Pediatrics, University of Miami Miller School of Medicine.

Supervisor: Lynn Kerdyk, Ph.D.

Responsibilities: Provided psychoeducational and neuropsychological assessment services to families seeking evaluation for psychological and learning problems. Diagnoses evaluated included a full range of mood, anxiety, and behavioral disorders, learning disabilities with impairments in reading, writing, and math. Tests utilized included WISC-V, KTEA-3, CTOPP-2, Bender Visual-Motor Gestalt Test, Second Edition, and Nelson Denny Reading Test. Conducted evaluations, complete assessment reports, and provided feedback to families.

Parent-Child Interaction Therapy with Underserved Populations

8/2018-9/2019

Department of Pediatrics, University of Miami Miller School of Medicine

Supervisor: Jason Jent, Ph.D.

Responsibilities: Conducted Parent-Child Interaction Therapy (PCIT) with 2-12-year-old children and their parents as part of grant sponsored by Miami-Dade County to examine the effectiveness of technology-enhanced and

community-embedded services for the treatment of early conduct problems, disruptive behavior, Autism-Spectrum Disorder, and comorbid parental and child mood disorders. Conducted therapy in internet-based, telehealth, and pediatric outpatient therapeutic settings. Participated in weekly individual and group supervision, attended and presented cases, and screened families to determine eligibility. Met all certification requirements as required by PCIT International to become a certified PCIT Therapist.

Child Protection Team

8/2018-9/2019

Department of Pediatrics, University of Miami Miller School of Medicine

Supervisors: Susan Dandes, Ph.D.

Responsibilities: Conducted specialized forensic evaluations of allegations of various forms of child maltreatment allegations, including physical, sexual, and emotional abuse or neglect. Drafted reports submitted to court to assist in investigative process that included an assessment of the abuse allegations (i.e., narrative of alleged event), the child's psychological functioning and treatment needs, recommendations regarding the child victim's best interests related to visitation, reunification, court testimony, and psychological functioning and treatment needs for alleged perpetrators or non-offending parent.

Behavioral Pediatrics Clinic

8/2018-3/2019

Department of Pediatrics, University of Miami Miller School of Medicine

Supervisors: Allison Weinstein, Ph.D.

Responsibilities: Provided outpatient therapeutic services to families with a range of anxiety and comorbid developmental including Generalized Anxiety Disorder, Specific Phobia, Trauma, Obsessive-Compulsive Disorder, and Pediatric Autoimmune Neuropsychiatric Disorders. Provided evidence-based Cognitive Behavioral Therapy interventions, exposure and response-prevention, and behavioral parent training. Participated in weekly individual and group supervision.

Continuity Clinic (Pediatric Consultation and Liaison)

8/2018-3/2019

Department of Pediatrics, University of Miami Miller School of Medicine

Supervisors: Maite Schenker, Ph.D.

Responsibilities: Provided consultation and liaison services within a primary pediatric care clinic for children and families regarding child development, child psychopathology, and parenting challenges including oppositional behavior, sleep problems, developmental disabilities, ADHD, and Depression. Provided interprofessional education to pediatric medical residents. Coordinated care and made recommendations about referrals for longer term care and provided weekly outpatient therapy. Participated in weekly individual and group supervision.

Supervised Pre-Doctoral Clinical Experience During Graduate School

Couples Therapy Practicum

8/2017 – 5/2018

UNC Psychology Community Clinic

Supervisor: Don Baucom, Ph.D.

Responsibilities: Conducted cognitive behavioral couples' therapy (CBCT) with heterosexual and sexual-minority couples in committed relationships in an outpatient mental health center. Served as a treating therapist on a 10 session CBCT pilot study specifically adapted for female same sex couples entitled: Affirming Couples Counseling to Engage Same Sex partner (ACCESS). Presenting concerns included relationship dysfunction, individual psychopathology, and stressors specific to LGBQ identity. Attended weekly didactic seminar; attended and presented cases at weekly group supervision; participated in weekly individual supervision.

Anxiety Practicum

8/2016-5/2017

UNC Psychology Community Clinic

Supervisor: Jon Abramowitz, Ph.D.

Responsibilities: Conducted assessment services and weekly cognitive behavioral therapy and exposure-based therapy for individuals presenting with anxiety disorders. Conducted structured diagnostic interviews (e.g., Anxiety Disorders Interview Schedule) with new patients. Presenting concerns included panic disorder, obsessive compulsive disorder, social anxiety disorder with comorbid depression, and generalized anxiety disorder. Participated in weekly didactic seminar on theory and technique; participated in weekly group and individual supervision.

University of North Carolina Family Medicine Hospital Practicum

7/2016-6/2017

UNC Family Medicine Outpatient Hospital

Supervisor: Linda Myerholtz, Ph.D.

Responsibilities: Provided clinical intake assessments, conducted individual and family therapy, and conducted brief psychological assessments in an integrated primary care setting to new and existing adolescent and adult patients (ages 18 to 74) at the UNC Family Medicine Center. Developed case conceptualizations, generated treatment plans, and monitored treatment progress. Therapy provided was primarily problem-focused and included approaches from behavioral, cognitive-behavioral, interpersonal, frameworks. Clients presented with a variety of concerns including ADHD, anxiety, personality disorders domestic violence, mood disorders, adjustment disorders, chronic pain, crisis management, and suicidality. In addition, co-led adult mindfulness group and conducted clinical consultations, risk assessments, and collaborated with primary care doctors on patient care. Participated in weekly individual supervision.

Acute Inpatient Adolescent Unit Practicum

7/2015-5/2016

Central Regional Hospital

Supervisor: Scott Schwartz, Ph.D.

Responsibilities: Conducted individual and group psychotherapy with adolescents with severe psychopathology between the ages of 12 to 17 at an inpatient psychiatric hospital. Therapy provided was primarily short term and goal-focused and included approaches from behavioral, disorder, cognitive-behavioral, interpersonal, dialectical behavioral, and collaborative problem solving frameworks. Developed case conceptualizations, generated treatment plans, and monitored treatment progress. In addition, conducted psychological evaluations, wrote reports detailing assessment results and recommendations. Received didactic training in administering, scoring, and interpreting projective, personality, and cognitive assessment batteries. Participated in weekly group and individual supervision.

Advanced Assessment Practicum

6/2015-5/2018

UNC Psychology Community Clinic

Supervisor: Jen Youngstrom, Ph.D.

Responsibilities: Conduct full diagnostic assessments in an outpatient mental health center, with children, adolescents, and adults (ages 10 – 23) presenting primarily with concerns related to ADHD, learning disorders, and academic/work difficulties. Administer tests of cognitive ability, achievement, attention, and a range of psychiatric symptoms; make behavioral observations; consulted with teachers and other health care providers as necessary; interpret test results; develop diagnostic impressions; write full diagnostic integrative reports; provide feedback to individuals and families. Participate in and presented cases in biweekly didactic seminar and group supervision and individual supervision.

Behavioral Parent Training with Underserved Populations Practicum

2/2015 – 5/2018

UNC Psychology Community Clinic

Supervisors: Deborah Jones, Ph.D. & Rex Forehand, Ph.D.

Responsibilities: Provide one evidence-based Behavioral Parent Training (BPT) program, Helping the Noncompliant Child, to families of children (ages 3-7) with disruptive behavior disorders for NIMH-funded study of the efficacy of technological enhancements in improving outcomes for primarily low SES and ethnic minority

families. Participate in a weekly didactic focused on the theory of Behavioral Parent Training (BPT) and the skills of Helping the Noncompliant Child. Present cases in weekly group supervision.

School-Based Psychological Services Practicum

10/2014 – 06/2015

McDougle Middle School

Supervisor: Jen Youngstrom, Ph.D.

Responsibilities: Conducted intake assessments with parents and teachers, which involved administering and scoring measures to assess for internalizing and externalizing symptomatology. Conducted psychotherapy with children between the ages of 11 to 14. Developed case conceptualizations, generated treatment plans, and monitored treatment progress. Collaborated with clients, parents, and school personnel to implement treatment plans. Participated Individualized Education Plan (IEP) and 504 Plan meetings; consulted with teachers, school psychologists, and families to coordinate care. Received didactic training in conducting empirically supported treatments with children.

Outpatient Child and Family Practicum

6/2014 – 8/2016

UNC Psychology Community Clinic

Supervisor: Jen Youngstrom, Ph.D.

Responsibilities: Provided individual and family therapy to children, adolescents, and adults (ages 5-19) in an outpatient mental health center. Used primarily behavioral and cognitive-behavioral techniques with clients presenting primarily with mood disorders, anxiety, ADHD, and behavioral problems. Participated in and presented cases in weekly didactic seminar and group supervision; received weekly individual supervision.

PROVISION OF CLINICAL SUPERVISION

Parent Child Interaction Therapy

9/2018-8/2019

Department of Pediatrics, University of Miami Miller School of Medicine

Supervisor: Jason Jent, Ph.D.

Responsibilities: Supervise and conduct co-therapy using PCIT protocol with one third year graduate student. Review recorded sessions and provided feedback; met weekly for individual supervision to discuss case conceptualization and treatment planning; provide training and guidance in all elements of clinical training, case management, and administrative duties. Received weekly supervision of supervision from a licensed psychologist.

Outpatient Child and Family Practicum

8/2016– 5/2018

Department of Psychology and Neuroscience, Clinical Psychology Program

Supervisor: Jennifer Youngstrom, Ph.D.

Responsibilities: Supervise all therapy cases (children, adolescents, and adults) of two second-year graduate students during their first year of clinical training, using primarily behavioral and cognitive-behavioral techniques, as well as parent behavioral training. Reviewed recorded sessions and provided feedback; met weekly for individual supervision to discuss case conceptualization and treatment planning; provided training and guidance in all elements of clinical training, case management, and administrative duties. On-call for assistance with risk assessment and decision-making as needed. Received weekly supervision of supervision from a licensed psychologist.

Child, Adolescent, and Adult Assessment Practicum

8/2016 – 5/2018

Department of Psychology, Clinical Psychology Program

Supervisor: Jennifer Youngstrom, Ph.D.

Responsibilities: Supervise four graduate students on full diagnostic assessments with children, adolescents, and adults presenting with ADHD, learning disorders, mood disorders, and anxiety disorders. Provide training and guidance in administration of specific assessments as well as broad evidence-based practices; review recorded sessions and provided feedback; discuss diagnostic conceptualizations; review all scored measures and written

materials; assisted with every stage of preparing full diagnostic evaluation reports. On-call for assistance with risk assessment and decision-making as needed. Receive weekly supervision of supervision.

CLINICALLY RELEVANT CERTIFICATIONS AND TRAINING

Trauma and Grief Component Therapy for Adolescents

10/2018

Department of Pediatrics,
University of Miami Miller School of Medicine.

Leadership Development in Neurodevelopmental Disabilities (LEND) Training Program

8/2018-8/2019

Department of Pediatrics,
University of Miami Miller School of Medicine.

Multicultural Training for Clinical Treatment of Individuals from Diverse Populations

8/2014 - 5/2015

Department of Psychology & Neuroscience,
University of North Carolina

TEACHING EXPERIENCE

Graduate Research Consultant (May 2018 – June 2018)

Department of Psychology and Neuroscience, University of North Carolina, Chapel Hill
Course: African American Psychology (PSYC 503)

Teaching Assistant (January 2016 – December 2016)

Department of Education, University of North Carolina, Chapel Hill
Course: Thriving in College and Beyond (EDU 231)

Graduate Research Consultant (May 2015 – June 2015)

Department of Psychology and Neuroscience, University of North Carolina, Chapel Hill
Course: African American Psychology (PSYC 503)

Teaching Assistant (August 2010-December 2013)

Department of Education, Kansas State University
University Experience PILOTS Program (EDCEP 111)

Teaching Assistant (August 2010-December 2013)

Department of Psychology, Kansas State University
Course: General Psychology PILOTS Program (PSYCH 110)

SERVICE AND LEADERSHIP

Internship Diversity Training Committee (Co-Founder)

11/2019-Present

Charleston Consortium Clinical Psychology Internship Program

Responsibilities: Collaborate with faculty and postdoctoral fellows to develop and implement diversity related training experiences to bolster multicultural competencies for predoctoral internship.

Pre-Graduate Education Advisor

8/2016-5/2017

University of North Carolina Chapel Hill

Responsibilities: In weekly office hour, provided guidance to undergraduate students interested in pursuing master's or doctoral degrees; specifically, provided guidance on choosing type of degree program, selecting specific

institutions, and navigating the application process; also assisted Director with the development of written professional development materials.

Student Representative, Psychology and Neuroscience Diversity Committee 8/2016-5/2018
University of North Carolina, Chapel Hill Department of Psychology and Neuroscience
Responsibilities: Collaborated with faculty to implement and refine new diversity efforts within the department aimed at increasing diversity, inclusivity, and multicultural awareness within the department.

African American Youth Empowerment Group Leader Spring 2015
McDougle Middle School, Chapel Hill, NC
Responsibilities: Led a weekly semi-manualized cultural enrichment group with middle school at-risk African American males using the Brothers of Ujima curriculum. The purpose of this group was to improve self-esteem and reinforce strengths of at-risk adolescents through engendering direction, racial identity, and critical consciousness.

Student Chair, Student Diversity Committee 8/2015-5/2018
University of North Carolina Chapel Hill
Responsibilities: Collaborated with students and faculty to implement new diversity training sequence for graduate students; planned, organized, and helped lead events and training experiences aimed at increasing students' multicultural awareness and multicultural competencies related to research, teaching, and clinical work

Police Response Advocate, The Crisis Center, Inc. 7/2012-5/2013
Manhattan, KS
Responsibilities: Worked with Riley County Police Department in the Manhattan and Junction City area to immediately respond to and deescalate instances of domestic violence. Following de-escalation, I provided on-sight crisis intervention and safety planning for victims.

Dean's Advisory Committee for Teaching and Advising Awards Committee Member Spring, 2012
Kansas State University
Responsibilities: Served as a student reviewer of teaching awards within the College of Arts and Sciences

EDITORIAL RESPONSIBILITIES

Invited Ad Hoc Peer Reviewer

Behavioral Therapist, Cultural Diversity and Ethnic Minority Psychology, Developmental Psychology, Journal of Black Psychology, Journal of Early Adolescence, Journal of Educational Psychology, Journal of Mental Health, Journal of Research on Adolescence, PLOS One, Race and Social Problems, Life Sciences Education

PROFESSIONAL ORGANIZATIONS

American Psychological Association
American Psychological Association: Division 45
Society for the Psychological Study of Ethnic Minority Issues
American Psychological Association: Division 53
Society of Clinical Child and Adolescent Psychology
American Psychological Association: Division 56
Trauma Psychology
Society for Research in Child Development