

CURRICULUM VITAE

(last updated July, 2021)

GUADALUPE GUTIERREZ, M.A.

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EDUCATION

Anticipated Graduation

August, 2023

Ph.D. School Psychology – Doctoral Candidate

University of Nebraska – Lincoln

APA-accredited and NASP-approved program in School Psychology

Dissertation: *Family and Peer Social Support a Mediator or Moderator? Against Bullying Involvement as a Bully-Victim among Latinx Young Adults (TENTATIVE TITLE)*

Advisor: Susan Swearer, PhD, L.P.

Cumulative GPA: 3.86

2020

Masters of Arts in Educational Psychology

University of Nebraska – Lincoln

APA-accredited and NASP-approved program in School Psychology

Advisor: Susan Swearer, PhD, L.P.

Cumulative GPA: 3.86

2015

Master of Arts in Psychology

California State University, Los Angeles

Thesis Title: *Parenting Behavior, School Age-Bullying Experience, and Psycho-Social Outcomes among Ethnically Diverse College Students*

Advisor: Muiy, Shea, Ph.D.

Cumulative GPA: 3.75

2012

Bachelor of Arts in Psychology

California State University, Los Angeles

Cumulative GPA: 3.64

CLINICAL EXPERIENCE

2021-Present

Behavioral Health Student Extern

Site: Children's Hospital and Medical Center

Supervisors: Lynne, F. Clure, Ph.D., L.P. & Scott Napolitano, Ph.D., L.P.

Conduct behavioral health consults on inpatient floors with patients that have poor treatment adherence or new onset medical conditions; conduct risk assessments. Provide co-therapy to children and adolescents with a primary focus on trauma and utilizing a Trauma-Focused Cognitive Behavioral Therapy approach with training in Parent Child Interaction Therapy (PCIT). Participate in specialty clinics within the hospital such as the Neuro-Oncology clinic and Cancer Survivorship clinic.

2020-2021

Student Extern/Therapist and Mental Health Counselor

Site: Immaculate Heart of Many Counseling Center - Catholic Social Services of Southern Nebraska and North American Martyrs Catholic School

Supervisors: Courtney Miller, Ph.D., L.P.; Natalie Brei, Ph.D., L.P.; Scott Napolitano, Ph.D., L.P.

Provided and delivered evidence-based therapeutic treatments in individual and family therapy for children and adolescents ages 2-18 in English and Spanish, referred by their primary physicians, psychiatrists, and schools for behavioral and emotional concerns (e.g., anxiety, depression, disruptive behavior, learning concerns, sleep concerns, social skills deficits, adjustment disorder, suicidal ideation, attention disorder/hyperactivity disorder, school concerns, and pornography addiction). Conducted cognitive assessments related to depression, anxiety, suicidal ideation and intention. Prepared psychological reports and provided feedback sessions to parents both in-person and via telehealth. Additional duties included developing and revising treatment plans, writing intake documents and progress notes, and consulting with parents, school administrators/teachers, and other therapists.

2019-2020

Student Extern/Therapist and Mental Health Counselor

Site: Immaculate Heart of Mary Counseling Center - Catholic Social Services of Southern Nebraska, North American Martyrs Catholic School, and Blessed Sacrament Catholic School

Supervisors: Courtney Miller, Ph.D., L.P. & Scott Napolitano, Ph.D., L.P.

Provided individual and family therapy for behavioral, social, and emotional concerns for children and pre-adolescents (ages 4-12). Activities included conducting clinical assessments, scoring psychological assessments, writing comprehensive and integrated reports, developing and revising treatment plans, maintaining client files, and supervisory experiences with a licensed psychologist and advanced students. Individual treatment plans included cognitive-behavioral therapy, emotion psychoeducation, parent management training, dialectic behavioral therapy components, and interpersonal therapy components. Provided school-based psychological services in two private Catholic schools serving grades K-8. Provided individual therapy for behavioral, social, and

emotional concerns for children and pre-adolescents (i.e., anxiety, depression). Responsibilities included conducting and scoring psychological assessments (i.e., achievement, WISC-V), conducting direct behavioral observations of students' behavior, writing integrated reports, consulting with teachers on academic interventions, developing behavioral interventions and safety plans, and leading social skills groups. Assisted the school psychologist in developing and implementing system-level changes. Therapeutic and assessment feedback sessions were conducted in-person from August 2019 to mid-March 2020, and via telehealth from mid-March through June 2020.

2018-2019

Student Therapist

Site: Counseling and School Psychology Clinic at the University of Nebraska-Lincoln

Supervisor: Scott Napolitano, Ph.D., L.P. & Samantha R. A. Eastberg, M.A., PLMHP

Provided behavioral and cognitive-behavior therapy to children and adolescents referred due to anxiety, ADHD, learning concerns, emotion-regulation problems, disruptive behavior, and noncompliance. Implemented evidence-based interventions supporting social-behavioral, social-emotional, and parent management training. Responsibilities included conducting biopsychosocial assessments, administering and scoring psychological assessments, writing integrated reports, writing case notes, developing and revising treatment plans, monitoring clients' progress towards treatment goals, consulting with clients' parents, other providers, and school administrators (if necessary), and maintaining client files. Participated in supervisory experiences with a licensed psychologist and advanced students which included live, videotaped, peer, individual, and group supervision.

2016-Present

Intervention Specialist

Target Bullying Involvement Program at the University of Nebraska-Lincoln

Supervisor: Susan M. Swearer, Ph.D., L.P.

Assess students who have been referred by school administrators/teachers and/or parents due to their involvement in bullying as a perpetrator, victim, bully-victim, and bystander and the impact on their overall well-being utilizing a cognitive-behavioral approach. This is a 3-hour psychoeducation intervention which includes psychoeducation on bullying, assessment of anxiety, depression, cognitive distortions, and self-concept, conducting risk assessments, interpreting and scoring psychological assessments, writing integrated reports, and providing feedback to parents, student, and school administrators.

2017-2018

School Psychologist in Training

Belmont Elementary School, Lincoln, NE

Supervisors: Marnie Zabel, Ed.S & Matthew Gormley, Ph.D., L.P.

Provided school-based psychological services in a public Title I elementary school serving grades K-5. Activities also included conducting and scoring psychological assessments, conducting direct behavioral observations of student behavior, conducting functional behavior assessments, leading Multi-Disciplinary Team (MDT) meetings for special education evaluations, leading Student Assistance Team meetings, writing integrated reports, consulting with teachers on academic interventions, developing behavioral interventions and safety plans, leading social skills groups, responding to behavioral calls and implementing de-escalation strategies, administering school-wide screening for reading performance, and participating in system-level meetings, such as Tier 2 and Tier 3 prevention efforts.

2016-2017

Student Clinician

University of Nebraska-Lincoln

Supervisor: Scott Napolitano, Ph.D., L.P.

Received training in administering, scoring, and interpreting assessments for children and young adults as well as writing comprehensive and integrated assessment reports. Assessment types included intellectual, academic, and behavioral.

2016-2017

Behavioral Consultant

Prescott Elementary School, Lincoln, NE

Supervisor: Edward J. Daly, III, Ph.D., BCBA-D

Provided consultation to an elementary classroom teacher regarding a student with behavioral and emotional concerns (e.g., non-compliance, aggressive behavior, work refusal, and poor academic performance). The intervention implemented included Differential Reinforcement of Alternative Behavior (DRA), Guided Practice, and Task Adjustment. Additional responsibilities included conducting a functional behavior analysis, functional assessments, stimulus preference assessments, curriculum-based measurements, and direct-observations, collaborating with teacher to develop and select appropriate interventions, providing feedback to teacher on treatment integrity, and writing a comprehensive and integrated report. The report incorporated direct observations of the students, permanent products, consultation interviews, treatment integrity, and intervention results.

SUPERVISORY EXPERIENCE

2020-Present

Graduate Student Therapist Supervisor

Site: Counseling and School Psychology Clinic at the University of Nebraska-Lincoln

Supervisor: Scott Napolitano, Ph.D., L.P.

Provide live individual and group supervision to third-year school psychology doctoral students in the Counseling and School Psychology Clinic at the University of Nebraska-Lincoln. Responsibilities include providing live supervision while masters-level students provide therapy services to children and families and oversee and guide group supervision and one-on-one supervision to a student therapist.

2018-Present

Target Bullying Intervention Program Supervisor

Site: Lincoln Public Schools – Lincoln, NE.

Supervisor: Susan M. Swearer, Ph.D., L.P.

Responsibilities include supervising students who conducted the Target Bullying Involvement Program (T-BIP), a 3-hour psychoeducational intervention for children and adolescents who are referred due to their engagement in bullying behaviors. Activities include monitoring training objectives, providing feedback on their progress and performance, and discussing relevant training issues.

2019-2020

Graduate Student Supervisor

School-Based Practicum, University of Nebraska-Lincoln & Lincoln Public Schools

Supervisor: Matthew Gormley, Ph.D., L.P.

Responsibilities included leading weekly small-group supervision for second-year students in the University of Nebraska-Lincoln's School Psychology Program who were completing their school-based practicum at various elementary and high schools in Lincoln Public Schools. Other activities included demonstrating foundational Cognitive Behavioral Therapy approaches and behavioral management skills through role plays and observation. Duties also included developing case studies for students to use in practicing their application of case conceptualization, problem-solving, and assessment-related skills.

RESEARCH EXPERIENCE

2016-Present

Graduate Research Assistant, T-BIP Co-Project Director & Bullying Participatory Action Research Project (PAR), Project Director

Nebraska Bullying Prevention and Intervention Initiative Lab

Supervisor: Susan M. Swearer, Ph.D., L.P.

Assist the Project Director and Dr. Swearer with data collection and entry. Other duties include providing trainings for younger students, analyzing data, disseminating research findings at local and national conferences, collaborating with lab members on providing presentations to elementary, middle school, and high school students on bullying behaviors. Oversee the implementation of the intervention at Catholic Schools and facilitate training on the topic of religion and how to integrate religion into our intervention.

Other responsibilities include to assisting Dr. Swearer with developing and evaluating culturally sensitive prevention and intervention programs for underserved groups including immigrant children, youth, and families, conducting literature reviews, translating measures and instruments, overseeing data collection and data entry processes, conducting quantitative analysis using SPSS and presenting findings at regional and national conferences.

2020-2021

Graduate Research Assistant

Project SPaRK: Supportive Parents and Resilient Kids

University of Nebraska-Lincoln, Lincoln, NE

Supervisor: Meredith Martin, Ph.D.

Responsibilities included training students to conduct semi-structured interviews with parents and children who have experienced bullying victimization, overseeing the administration of assessments and measures, conducting semi-structured interviews, leading activities for families participating in the project, data collection, developing research protocol, and supervising junior students working on the project.

2016-2017

Graduate Research Assistant

Nebraska Center for Research on Children, Youth, Families and Schools

Supervisors: Susan Sheridan, Ph.D., L.P. & Kristen Derr, M.C.

Responsibilities included translating measures and instruments from English to Spanish and vice versa, overseeing data collection, analyzing data, training data collectors, contacting and communicating with Spanish-speaking parents to provide and collect information on the research project, Teacher and Parents as Partners (TAPP para Familias Latinas).

2012-2017

Graduate Research Assistant, Lab Coordinator

Multicultural Prevention and Intervention Lab

California State University, Los Angeles

Supervisor: Munyi Shea, Ph.D.

Responsibilities included training junior students on data collection and administering assessments/surveys to participants, overseeing data collection, data entry, disseminating findings at regional and national conferences, and maintaining compliance with the university internal review board; assisting Dr. Shea with developing and evaluating culturally sensitive prevention and intervention programs for underserved groups including immigrant children, youths, and families; conducting literature reviews, translating measures and instruments, designing and developing surveys, conducting quantitative analysis using SPSS and AMOS, and conducting qualitative analysis using Grounded Theory method.

2011-2017

Research Assistant

Multicultural Research Center
California State University, Los Angeles
Supervisor: Jessica Dennis, Ph.D.

Responsibilities included assisting Dr. Dennis on cross-cultural projects relating to family relationships among emerging adults; conducting a literature review, translating measures and instruments, designing and developing surveys, overseeing the data collection and data entry process, conducting quantitative analysis using SPSS, and disseminating findings at regional and national conferences.

Fall 2014

Psychology 504: Advance Experimental Methods

Paper Title: *Does Race Still Matter: The Impact of Unconscious Stereotypes within African Americans*
Faculty Supervisor: Doug Stenstrom, Ph.D.

Responsibilities included developing and conducting a research project that was focused on examining the activation of unconscious racial stereotypes by priming individuals with race-related crimes and the likelihood of culpability in a decision courtroom. Activities included conducting a literature review, designing and developing surveys, overseeing data collection, data entry, and conducting quantitative analysis using SPSS.

PUBLICATIONS

Martin, M. J., Sturge-Apple, M. L., Davies, P. T., & **Gutierrez, G.** (2019). Attachment behavior and hostility as explanatory factors linking parent–adolescent conflict and adolescent adjustment. *Journal of Family Psychology*, 1-11. Doi: <https://doi-org.libproxy.unl.edu/10.1037/fam0000529>

Mosher, K., **Gutierrez, G.**, Swearer, S. M., & Noetzel, A. (2018). Bullying: A new-age solution to an age-old problem? *Re-Thinking Behavior*.

Dennis, J., Fonseca, A., **Gutierrez, G.**, Shen, J., & Salazar, B. (2016). Bicultural competence and the Latino 2.5 generation: The acculturative advantages of having one foreign born and one US born parent. *Hispanic Journal of Behavioral Sciences*, 38, 341-359. Doi: <https://doi.org/10.1177/0739986316653594>

Shea, M., Cachelin, F. M., **Gutierrez, G.**, Wang, S., & Phoutdavone, P. (2016). Mexican American women's perspectives on a culturally adapted Cognitive- Behavioral Therapy guided self-help program for binge eating. *Psychological Services*, 13, 31-41. Doi: <https://doi.org/10.1037/ser0000055>

RESEARCH PRESENTATIONS

Gutierrez, G., Palacios, R., Swearer, S. M., & Torres, C. (2021, November, 18-21). Principal component analysis of the verbal and physical bullying scale for latinx youth [Poster presentation]. Poster will be presented at the annual meeting of the Association for Behavioral and Cognitive Therapies. New Orleans, LA.

Gutierrez, G., Noetzel, A. G., Swearer, S. M., & Torres, C. (2021, October 15-16). A culturally responsive intervention for bully perpetrators [Poster presentation]. The National Latinx Psychological Association, Online Conference [virtual]. <http://www.nlpaconference.org/>

Carlson, J. F., Schlueter, J., **Gutierrez, G.**, & Perez, A. (2021, October 15-16). You are my other me: Creating communities of healing [Symposium]. The National Latinx Psychological Association, Online Conference [virtual]. <http://www.nlpaconference.org/>

Schlueter, J., **Gutierrez, G.**, & Perez, A. (2021, June 30). Pruebas publicadas en español: Un recurso bilingüe de evaluación [Symposium]. Nemours Children's Health System, Wilmington, Delaware [virtual].

Swearer, S. M., Jones, C. M., & **Gutierrez, G.** (2021, June 2-4). Target bullying involvement program: An evidence-based intervention for bullying behaviors [Symposium]. Nebraska School Mental Health Conference [virtual].

Swearer, S. M., Palacios, R., **Gutierrez, G.**, & Solesbee, C. (2020, August 6-8). Bullying and mental health disparities among sexual minority youth. In C. Wang (Chair), Risk and protective factors for bullying and mental health among sexual minority youth [Symposium]. American Psychological Association [virtual].

Gutierrez, G., Palacios, R., Noetzel, A. G., Swearer, S. M., & Svoboda, S. (2020, August 6-8). Not all internalizing symptoms are equal: Psychometric analyses in a Latinx sample [Poster presentation]. American Psychological Association, Online Conference. <https://convention.apa.org/>

Gutierrez, G., Swearer, S. M., Noetzel, A. G., Mosher, K. M., & Loogman, K. (2019, November 6-9). 34 reasons why: Students self-reported reasons for bullying others and being bullied [Poster presentation]. International Bullying Prevention Association, Chicago, Illinois. <https://ibpaworld.org/>

Torres, C., **Gutierrez, G.**, & Swearer, S. M. (2019, November 6-9). Racial disparities in referrals to an individualized bullying intervention program [Poster Presentation]. International Bullying Prevention Association, Chicago, Illinois. <https://ibpaworld.org/>

Martin, M., Sturge-Apple, M., Davies, P., & **Gutierrez, G.** (2018, April). Beyond conflict: The unique role for attachment behavior in the link between parent-adolescent conflict and adolescent adjustment. In M. Martin (Chair). Increasing specificity in understanding the links between parent-adolescent attachment and adjustment [Symposium]. Symposium conducted at the biennial meeting of the Society of Research of Adolescents (SRA). Minneapolis, MN.

Martin, M., **Gutierrez, G.**, Sturge-Apple, M., & Davies, P. (2018, April). Comparing maternal safe haven and secure base support as protective factors against adolescent internalizing problems [Poster Presentation]. Poster presented at the biennial meeting of the Society of Research of Adolescents (SRA). Minneapolis, MN.

Martin, M., Swearer, S.M., Palacios, R., **Gutierrez, G.** (2017, November). Coming out: Bravery as a protective factor for LGBQ youth [Poster Presentation]. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies. San Diego, CA.

Nguyen, K. & **Gutierrez, G.** (2016, May). College women's subjective femininity stress, gender solidarity, and help-seeking intentions: The mediating roles of help-seeking attitudes and social stigma. In M. Shea (Chair). Subjective femininity experience and psychological health: Intersections of race, gender, and sexuality [Symposium]. Symposium conducted at the Western Psychological Association, Los Angeles, CA.

Gutierrez, G. (2015, May). Parent-child relationships and the school-age experiences of Latino college students. In J. Dennis (Chair), The intersection of familial and extrafamilial contexts among Latino young adults [Symposium]. Symposium conducted at the meeting of the Western Psychological Association, Las Vegas, NV.

Gutierrez, G., Shea, M., Shi, W., Gonzalez, V., & Villanueva, C. (2015, April) Parenting behavior, school-age victimization and psychosocial adjustment among college students [Poster presentation]. Poster presented at the annual conference of Western Psychological Association, Las Vegas, NV.

Gutierrez, G., Shi, W., Gonzalez, V., & Shea, M. (2014, April) The effect of parenting behaviors and school-age bullying experience on young adults' self-esteem: A MARS analysis [Poster presentation]. Poster presented at the annual conference of Western Psychological Association, Portland, OR.

Fonseca, A., & **Gutierrez, G.** (2014, April) Is the 2.5 Generation the Best of Both Worlds? [Poster presentation]. Poster presented at the annual conference of Western Psychological Association, Portland, OR.

Shea, M., Cachelin, F., **Gutierrez, G.**, Wang, S., & Phimphasone, P. (2014, April) Mexican American women's perspectives on a culturally adapted cognitive-behavioral therapy guided self-help program for binge eating disorder [Poster presentation]. Poster presented at the annual conference of Western Psychological Association, Portland, OR.

Fonseca, A., & **Gutierrez, G.** (2014, February). Is the 2.5 Generation the Best of Both Worlds? [Poster presentation]. Poster presented at the annual California State University, Los Angeles Symposium, Los Angeles, CA.

Gutierrez, G., Wang, S., Shea, M. (2014, February) Mexican American women's perspectives on a culturally adapted cognitive-behavioral therapy guided self-help program for binge eating disorder [Poster presentation]. Poster presented at the annual California State University, Los Angeles Symposium, Los Angeles, CA.

Shea, M., **Gutierrez, G.**, Gonzalez, V., Dennis, J., & Kennison, R. (2013, August). Parenting Behavior and School-Aged Bullying Experience: Association with Self-Esteem in Young Adults [Poster presentation]. Poster presented at the annual American Psychological Association, Honolulu, HI.

Gutierrez, G., Lira, L., Lee, V., Fletes, R., & Dennis, J. (2013, February). Family Support: A Key to Biculturalism [Poster presentation]. Poster presented at the annual California State University, Los Angeles Symposium, Los Angeles, CA.

Gutierrez, G., Gonzalez, V., Shea, M., & Kennison, R. (2013, February) Parenting Behavior and School-Aged Bullying Experience: Association with Self-Esteem in Young Adults [Poster presentation]. Poster presented the annual California State University, Los Angeles Student Research Symposium, Los Angeles, CA.

Salazar, S., **Gutierrez, G.**, Kostandyan, & Dennis, J. (2012, April) Language proficiency and acculturation conflicts with parents among Latino college students [Poster presentation]. Poster presented at the annual Western Psychological Association, San Francisco, CA.

Salazar, S., **Gutierrez, G.**, Kostandyan, & Dennis, J. (2012, February). Language proficiency and acculturation conflicts with parents among Latino college students [Poster presentation]. Poster presented at the Annual California State University, Los Angeles Student Research Symposium, Los Angeles, CA.

INVITED STATE & LOCAL PRESENTATIONS

Gutierrez, G., Kesselring, S., Swanson, L., Crinion, M., & Swearer, S. M. (2019, December). *Bullying in schools*. Presentation to students in St. Patrick's Catholic School. Lincoln, NE.

Gutierrez, G., Kesselring, S., Swanson, L., Crinion, M., & Swearer, S. M. (2019, December). *Ending bullying behaviors through meaningful connections*. Presentation to Nebraska educators and parents. Lincoln, NE.

Gutierrez, G., Conley, M., & Swearer, S. M. (2019, March). *Practical ways to deal with bullying at school, at school, home, and online*. Presentation to Nebraska educators and parent organizations (PTO). Lincoln, NE

Swearer, S. M., Palacios, R.A., & **Gutierrez, G.** (2017, December). *Responding to and preventing bullying on college campuses*. Presentation to the College of Engineering, University of Nebraska, Lincoln, NE

Damme, A. M., **Gutierrez, G.,** & Swearer, S. M. (2017, July). *Realistic strategies and recommendations for school professionals: Disentangling the bullying dynamic*. Presentation to Nebraska educators, school social workers, and school administrators for School Community Intervention and Prevention (SCIP). Lincoln, NE

Gutierrez, G., Solesbee, C., & Swearer, S. M. (2017, March). *Practical ways to deal with bullying at school, at home, and online*. Presentation to Nebraska educators and parent organizations (PTO). Lincoln, NE

INVOLVEMENT/LEADERSHIP

2021-Present

Past-President

Student Affiliates of School Psychology (SASP)
University of Nebraska-Lincoln
Faculty Advisor: Matthew Gormley, Ph.D., L.P.

Responsibilities include to assist the current SASP president in overseeing all the leadership team and activities including all SASP meetings and events. Provide support when necessary and assist in processing documents related to budget and other activities. Collaborate with the rest of the leadership team in planning program events.

2021-Present

Member of Caucus of Racially and Ethnically Diverse Students (CREDS)

University of Nebraska-Lincoln

Promote inclusivity within the Department of Educational Psychology and the College of Human Sciences and Education (CEHS). Other activities included to collaborate with the dean, faculty, staff, students' organizations of CEHS to develop diversity initiatives within the college. Additionally, serve as member of diversity committee to promote recruitment and retention of graduate students and faculty members of diverse backgrounds within the Department.

2020-2021

President

Student Affiliates of School Psychology (SASP)
University of Nebraska-Lincoln
Faculty Advisor: Matthew Gormley, Ph.D., L.P.

Responsibilities include overseeing all the leadership team and activities including all SASP meetings and events, planning monthly SASP leadership meetings, overseeing and managing SASP budget, and serving as a member of the SASP Executive Board.

2019-2020

President

Diversity and Ethnic Minority Affairs Committee (DEMAC)

University of Nebraska–Lincoln

Faculty Advisor: Scott Napolitano, Ph.D., L.P. & Hideo Suzuki, Ph.D.

Responsibilities included planning and overseeing all DEMAC meetings, events, and activities. Planning monthly DEMAC leadership meetings and address any questions and concerns from members. Promoting inclusivity within the Department of Educational Psychology and the College of Human Sciences and Education (CEHS). Other activities included to collaborate with the dean of CEHS to develop diversity initiatives within the college. Additionally, to serve as member of diversity committee to promote recruitment and retention of graduate students of diverse backgrounds within the Department of Educational Psychology by identifying graduate applicants to be granted funding to subsidize application and education expenses as well as participate in an interview committee to hire faculty for our college.

2019-2020

Social Justice Chair

Student Affiliates of School Psychology (SASP)

University of Nebraska-Lincoln

Faculty Advisor: Matthew Gormley, Ph.D., L.P.

Responsibilities included to attend all Diversity and Ethnic Minority Affairs Committee (DEMAC) meetings and serve as an ambassador between SASP and DEMAC. Facilitate and provide updates on the NASP Social Justice Committee and NASP Social Justice Interest Group. Other duties included to recruit UNL students to sign up for the NASP Social Justice Interest Group community page and encourage active dialogue, to plan one event per semester to promote a social justice mission (e.g., leading special talks on social justice, writing letters to senators, volunteering in underserved communities, attending cultural events), and to organize and coordinate the annual donation drive for local school-based practicum sites and distribute information (via School Psych Listserv and/or Facebook group) about social justice events on campus, in the community, and through APA/NASP.

2018-2019

Nebraska School Psychology Association (NSPA) UNL Student Leader

Student Affiliate of School Psychology (SASP)

University of Nebraska-Lincoln
Faculty Advisor: Scott Napolitano, Ph.D., L.P.

Responsibilities included to relay information from NSPA to UNL School Psychology students. Other duties included to provide a written progress report to NSPA of the current activities and work done by School Psychology students.

2018-2019

Vice President

Diversity and Ethnic Minority Affairs Committee (DEMAC)
University of Nebraska–Lincoln
Faculty Advisor: Scott Napolitano, Ph.D., L.P. & Hideo Suzuki, Ph.D.

Duties included to promote inclusivity within the Department of Educational Psychology and College of Human Sciences and Education (CEHS). Collaborate with the dean of CEHS to develop diversity initiatives within the college. Served as member of diversity committee to promote recruitment and retention of graduate students of diverse backgrounds within the Department of Educational Psychology by identifying graduate applicants to be granted funding to subsidize application and education expenses.

2017-2018

Secretary

Diversity and Ethnic Minority Affairs Committee (DEMAC)
University of Nebraska–Lincoln
Faculty Advisor: Scott Napolitano, Ph.D., L.P.

Duties include to attend officer and general body meetings to discuss issues of diversity with other students and to participate in the DEMAC faculty search committee to interview Educational Psychology faculty applicants regarding issues of diversity as a process of hiring new faculty.

2016-2017

Historian/Social Chair

Diversity and Ethnic Minority Affairs Committee (DEMAC)
University of Nebraska–Lincoln
Faculty Advisor: Scott Napolitano, Ph.D., L.P.

Duties included to attend officer and general body meetings to discuss issues of diversity with other students. Other activities included to plan and attend social events for students where diversity discussion took place. Additional duties included to use and maintain social media and provide updates regarding current events of diversity and general meetings.

PROFESSIONAL DEVELOPMENT ACTIVITIES

2021

Advanced Methods Institute (AMI) in the College of Education and Human Ecology at the Ohio State University

- Focus on the quantitative methodological approach used in research with diverse populations from racial/ethnic minority population.
- 2021 Clinical Seminar: Foundations of Cognitive Behavioral (CBT)
 - An overview of CBT and common techniques used to treat symptoms of anxiety and depression for children and adolescents.
- 2021 Clinical Seminar: Foundations of Goal Focused Positive Psychotherapy (GFPP)
 - An overview of the GFPP theory of change, interventions and techniques of GFPP, and case examples of its applications.
- 2020 MAXQDA Software for Qualitative and Mixed Methods Analysis: On-line training course for conducting qualitative or mixed analysis, Social and Behavioral Sciences Research Consortium, Nebraska Academy of Methodology, Analytics and Psychometrics.
- 2017/2018 QPR Suicide Prevention Training
- 2017 Trauma Focused-Cognitive Behavioral Therapy Certificate: On-line training course for Trauma-Focused Cognitive-Behavioral Therapy, Medical University of South Carolina.

RELATED WORK EXPERIENCE

2017-Present

Graduate Assistant

Site: Buros Center for Testing at the University of Nebraska-Lincoln
Supervisors: Janet F. Carlson, Ph.D., Nancy Anderson, M.A., & Jennifer Schlueter, M.A.

Responsibilities include to write test descriptions (e.g., behavior assessment, achievement, intelligence, neuropsychological, development) in English and Spanish for assessments available to for purchase. Gain competence and experiences in understanding the strengths and limitations of psychological assessments, their uses for clients, their psychometric properties, and their development in English and Spanish. Additional duties include to assist in special projects such as collaborating in the developing of the Mental Measurements Yearbooks, Tests in Print, and Pruebas Publicadas en Español(PPE), disseminate information on PPE at conferences, and being a librarian at the Buros Center for Testing Library.
www.Buros.org

TEACHING EXPERIENCE

Fall 2013 & Winter 2014

Graduate Teaching Assistant

Fall 2014 & Fall 2015

Psychology 150 Introduction to Psychology
 California State University, Los Angeles

Responsibilities included to provide instruction and academic support to students taking an introductory course to psychology. Activities also included to hold weekly office hours, keep records of grades, conduct exam review sessions, grade and provide feedback on assignments, administer and proctor examinations, and guest lecture on social psychology.

2010

Teaching Assistant

Computer Class-Beginning
Computer Development Technologies

Responsibilities included to assist students in the learning of Internet and computer software basics and to provide individual help to students.

Fall 2015

Guest Speaker

Psychology 426 Family Therapy Dynamics and Perspectives
California State University, Los Angeles

Special topic presentation: *Parenting behavior, school age-bullying experience, and psycho-social outcomes among ethnically diverse college students*

COMMUNITY AND PROFESSIONAL SERVICE

2017-Present

Graduate Student Mentor at the University of Nebraska-Lincoln

2014-2016

Pacific Crossroads Church, Sunday Service Childcare

Responsibilities included to supervise and set up activities for infants and young toddlers.

2015-2016

PARA-Educator

Site: Los Feliz Charter School for the Arts

Responsibilities included to supervise students during their daily activities inside and outside the classroom, provide assistance to the 2nd grade teachers during their teaching lessons and while children were working independently, and work with children individually if the child required higher assistance in completing assigned tasks.

2010-2011

Tutor

Site: Violence Intervention Program

Responsibilities included to provide tutoring in reading and math, set up activities, and supervise children.

2010

Speak Up! Member

Site: Computer Development Technologies

Duties include to develop and set up activities for adolescents (e.g., magazine design and mural painting), plan and organize a job fair, organize and facilitate a workshop on interview skills, promote inclusivity and recruitment of adolescents from diverse backgrounds.

PROFESSIONAL AFFILIATIONS

Student member, American Psychological Association – Division 53

Student member, American Psychological Association – Division 16

Student member, American Psychological Association – Division 35

Student member, Nebraska School Psychologist Association

Student member, National Association of School Psychologists

Student member, National Latinx Psychological Association

AWARDS

2019 Natalie Burn and Gordon Johnson Educational Psychology Student Fellowship

2016-2017 Graduate Student Fellowship

SKILLS

Bilingual

Fluent in oral and written Spanish and English

Computer Skills

Knowledge of Microsoft Word/Excel/PowerPoint, SPSS, AMOS, Qualtrics Survey

PROFESSIONAL REFERENCES

Susan M. Swearer, Ph.D., L.P.

Willa Cather Professor of Educational Psychology

Academic Advisor

sswearernapolitano1@unl.edu

Scott A. Napolitano, Ph.D., L.P.

School Psychology Program Director

University of Nebraska-Lincoln

snapolitano2@unl.edu

Courtney Miller, Ph.D., L.P.

Director of Clinical Services

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