

## Ayla Raven Mapes

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### Home

2853 W. Wildwood Drive  
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### Campus

Department of Psychological Science  
University of Arkansas  
216 Memorial Hall  
Fayetteville, AR 72701  
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### EDUCATION

#### Clinical Psychology, Ph.D.

Expected 05/2022

*University of Arkansas, Fayetteville, AR*

APA-Accredited

Dissertation Advisor: *Ana J. Bridges, PhD*

Dissertation: *Mentors in Violence Prevention: Differential Impacts on Adolescent Bystander Intentions about Bullying, Dating Violence, and Sexual Harassment*

#### Clinical Psychology, M.A.

08/2018

*University of Arkansas, Fayetteville, AR*

APA-Accredited

Master's Thesis Advisor: *Timothy A. Cavell, PhD*

Thesis: *A Support Program for College Students with Autism Spectrum Disorder: The Functioning of Participants versus Non-Participants and the Role of Program-Sponsored Mentoring*

#### Psychology, B.S. with Honors

05/2015

*Colorado State University, Fort Collins, CO*

Honors Thesis Advisor: *Lee A. Rosén, PhD*

Honors Thesis: *Equine-Assisted Therapy for Children with Autism Spectrum Disorder: A Comprehensive Literature Review*

### AWARDS

Doctoral Academy Fellowship (\$12,000/year), *University of Arkansas, 2016-2021*

Marie Wilson Howells Student Travel Awards (\$1,000/year), *University of Arkansas, 2016-2020*

Graduate Psychology Education Fellow (D40HP29826, \$25,000), *University of Arkansas, 2018-2019*

Academic Honors Award, *Colorado State University, 2014, 2015*

Dean's List, *Colorado State University, 2013, 2014, 2015*

### PUBLICATIONS

\*denotes undergraduate advisee

Scafe, M. J., **Mapes, A. R.**, Guzman, L. E., & Bridges, A. J. (2021). Rural versus urban primary care patients' behavioral health needs and service utilization. *Journal of Rural Mental Health*. Advance online publication. <https://doi.org/10.1037/rmh0000178>

Dopp., A. R., **Mapes, A. R.**, Wolkowicz, N. R., & Feldner, M. T. (2021). Incorporating telehealth into health service psychology training: A mixed-method study of student perspectives. *Digital Health*, 7, 1-15. <https://doi.org/10.1177/2055207620980222>

**Mapes, A. R.**, Sourk, M., Mutignani, L. M., Hernandez Rodriguez, J., Pastrana, F. A. Samantha Gregus, S., Craig, J. T., & Cavell, T. A. (2020). Liked by peers or liked by teachers: Differential patterns of bullying over time. *Journal of School Violence*. doi: 10.1080/15388220.2020.1738942.

**Mapes, A. R.**, Quetsch, L. B., & \*Booker, H. (2020). A review of diagnostic instruments for children on the autism spectrum: Methodological and gender considerations. *Handbook on Child and Adolescent Behavior and Health*. New York: Nova Publishers.

Parisi, K., **Mapes, A. R.**, & Quetsch, L. B. (2020). Social interactions for children on the autism spectrum: An exploration of parent, sibling, peer, and adult relationships. *Child Interaction: Perspectives, Activities and Outcomes*. New York: Nova Publishers.

Dopp., A. R., Wolkowicz, N. R., **Mapes, A. R.**, & Feldner, M. T. (2017). Implementation of telepsychology services in a university training clinic: Process and lessons learned. *The Behavior Therapist*, 40(7), 261-266.

**Mapes, A.**, & Rosén, L. A. (2016). Equine-assisted therapy for children with autism spectrum disorder: A comprehensive literature review. *Review Journal of Autism and other Development Disorders*, 3(4), 377-386. doi: 10.1007/s40489-016-0090-0

### **JOURNAL ARTICLES UNDER REVIEW AND IN PREPARATION**

\*denotes undergraduate advisee

**Mapes, A. R.**, & Cavell, T. A. (revise and resubmit). Disclosing to others about adolescent dating violence: Comparing friends, parents, and informal mentors.

**Mapes, A. R.**, & Cavell, T. A. (under review). Students enrolled in a college autism support program: Comparisons with non-enrollees and use of program-sponsored mentoring.

**Mapes, A. R.**, Quetsch, L. B., Parisi, K., Girard, E., & McNeil, C. B. (under review). Evidence-based treatment delivery in non-traditional settings: Comparing services in a mobile unit vs. outpatient clinic for families and young children.

**Mapes, A. R.**, Scafe, M., Guzman, L. E., & Bridges, A. J. (In preparation). Expanding the reach of integrated care: Depression screening, referral, and service utilization among adolescents in primary care.

Bridges, A. J., **Mapes, A. R.**, Scafe, M., & Guzman, L. E. (revise and resubmit). Referral procedures and primary care behavioral health patients' stage of change at two integrated clinics.

Mutignani, L. M., **Mapes, A. R.**, & Cavell, T. A. (In preparation). Reciprocated and one-sided friendships: A cross-lagged model with physical and relational peer victimization over time.

## **GRANTS**

- 2020 – 2021                Bridges, A. J., Ham, L. S., Wiersma-Mosely, J., **Mapes, A. R.**, & Guzman, L. E. (planned submission April, 2022). Alcohol Intoxication and Barriers to Bystander Intervention for Sexual Assault: From Virtual Experimentation to Intervention. National Institute on Alcohol Abuse and Alcoholism (R01).
- 2020                        Lauren B. Quetsch, Ashely Scuder, **Ayla R. Mapes**, Katie M. Parisi, Harlee Onovbiona, & Rebecca Bradley (unfunded). *Training Rural, Community Therapists in an Adapted EBT for Children with ASD via Telehealth: Measuring Therapist, Child, and Family Outcomes*. Department of Defense, Autism Research Program, Clinical Translational Research Award.
- 2019                        **Mapes, A. R.**, Cavell, T. A., Bridges, A. J., Wiersma-Mosely, J. (unfunded). *The Role of Informal Mentors in Adolescent Dating Violence*. Graduate Student, Ruth L. Kirschstein National Research Service Award (F31) for Individual Predoctoral Fellows, National Institute of Child Development (Consultants: Dorothy Espelage, Rene Spencer).
- 2019                        Cavell, T. A., & **Mapes A. R.** *Adolescent Dating Violence: Observing how Connections Affect Teen Experiences (ADVOCATE)*. Faculty grant, Marie Wilson Howells endowment (\$2,700).
- 2017 – 2018                Bridges, A. J., Ham, L. S., **Mapes, A. R.**, Guzman, L. E., & Bynion, T. M. (unfunded). *Enhancing Faculty-Student Mentoring Relationships: An Intersectionality Skills-Based Approach*. American Psychological Association of Graduate Students.
- 2017                        **Mapes, A. R.** *ASD Mentoring Study*. Student grant, Marie Wilson Howells endowment (\$1,000).
- 2017                        Cavell, T. A. & **Mapes, A. R.** *ASD Mentoring Study*. Faculty grant, Marie Wilson Howells endowment (\$875).

## **RESEARCH EXPERIENCE**

### **Diversity Research and Enhanced Access for Minorities (DREAM) Lab**

**University of Arkansas, Fayetteville, AR**

Principle Investigator: *Ana J. Bridges, PhD*

- The DREAM lab conducts research related to understanding barriers in access care for mental health problems. The lab focuses on Latino/a populations, especially immigrants

and first-generation Latinos/as, as well as underserved populations such as incarcerated women, survivors of sexual violence, or rural residents.

- Data management and analyzing, including extracting and coding data from electronic medical records
- Data collection from community clinic patients
- Collaborating on multiple ongoing research projects including manuscripts examining integrated behavioral health care
- Grant writing on an R01 application for virtual reality to assess barriers to bystander intervention for sexual assault
- Aiding in the development of a treatment manual ‘Survivors Healing from Abuse: Recovery through Exposure’ (S.H.A.R.E.), a group trauma-therapy for women who have experienced sexual violence, delivered in a correctional facility

**Center for Research on Aggression and Victimization (CRAV) Lab**  
**University of Arkansas, Fayetteville, AR**

Principle Investigator: *Timothy A. Cavell, PhD*

- The CRAV lab is focused on developing and evaluating interventions for school age children. Current work emphasizes school-based mentoring for children who are involved in bullying and other forms of aggression. Of particular interest are interventions involving parents, teachers, or mentors.
- Co-principle investigator on the ADVOCATE project examining adolescent dating violence
- Collaborated with lab members on manuscripts and multiple ongoing research projects including Lunch Buddy Mentoring, a school-based mentoring program for victimized children
- Collection, management, and analyzing of data
- Mentored undergraduate students for poster presentations and honors theses

**Family and Community Interventions (FCI) Laboratory**  
**University of Arkansas, Fayetteville, AR**

Principle Investigator: *Lauren B. Quetsch, Ph.D.*

- The FCI Lab is focused on dissemination and implementation (D&I) of evidence-based treatments for underserved children and families. The research examines evidence-based interventions for youth with disruptive behavior disorders including treatments such as Parent-Child Interaction Therapy (PCIT).
- Served as graduate research assistant (RA)
- Collaborated with lab members on manuscripts
- Management of ongoing research projects
- Collection, management, and analyzing of data
- Mentored undergraduate students for poster presentations, honors theses, and book chapters or manuscripts

**Action-Specific Perception Laboratory**  
**Colorado State University, Fort Collins, CO**

Principle Investigator: *Jessica Witt, PhD*

- The lab focuses on two research areas: Information Visualization and Action-specific Perception.
- Facilitated experiments
- Aided in data collection, management, cleaning, and analyzing of data

### CONFERENCE SYMPOSIA

Sourk, M., **Mapes, A. R.**, Dueweke, A., & Bridges, A. (March, 2019). *Assessment and management of suicide risk in primary care*. Symposium conducted at the National Association for Social Workers, Little Rock, AR.

Dopp, A. R., Wolkowicz, N. R., **Mapes, A. R.**, & Feldner, M. T. (August, 2018). *A qualitative investigation of telepsychology service implementation in a university training clinic*. Symposium conducted at the American Psychological Association Annual Convention, San Francisco, CA.

### CONFERENCE POSTER PRESENTATIONS

\*denotes undergraduate advisee

#### Collaborative Conference Presentations:

Onovbiona, H.U., **Mapes, A. R.**, Holman, M.\*, Thorpe, E.\*, Quetsch, L.B., Theodorou, L. L., & McNeil, C. B. (2021, March). *A comparison of parent-child interaction therapy for foster and non-foster families of children with a history of trauma*. Poster presented at the 2021 Parent Child Interaction Therapy (PCIT) International Biennial Convention, Orlando, FL.

**Mapes, A. R.**, Parisi, K. \*Moellner, K. & Quetsch, L. B. (2020, November). *Evidence-based treatment delivery in non-traditional settings: Comparing services in a mobile unit vs. outpatient clinic for families and young children*. Poster presented at the 54<sup>th</sup> Annual Association for Behavior and Cognitive Therapies Convention, Philadelphia, PA, virtual conference.

Scafe, M., **Mapes, A., R.**, Guzman, L., E., & Bridges, A. J. (2020, November). *Rural vs. urban primary care patients' utilization of integrated primary care services*. Poster presented at the Association for Cognitive Behavioral and Cognitive Therapies: Behavioral Medicine Special Interest Group, Philadelphia, PA, virtual conference.

Bradley, R., **Mapes, A. R.**, Quetsch, L. B., & \*Booker, H. (2020, November). *A review of diagnostic instruments for children on the autism spectrum: Methodological and gender considerations*. Poster presented at the 54<sup>th</sup> Annual Association for Behavior and Cognitive Therapies Convention, Philadelphia, PA, virtual conference.

**Mapes, A. R.**, Scafe, M., Cavell, T.A. (2020, June). *Stay calm and support on: Adolescent's and parents' preferences for disclosure about adolescent dating violence*. Poster presented at the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum, virtual conference.

- Mapes, A. R., \*Martinez, L., & Cavell, T. A.** (March, 2020, *cancelled due to COVID-19*). *Disclosing to others about adolescent dating violence: Comparing friends, parents, and non-parental adults*. Poster accepted to the Society for Research on Adolescence Biennial Meeting, San Diego, CA.  
*Nominated for student poster award*
- Scafe, M., **Mapes, A. R., & Cavell, T.A.** (2020, June). *Is relationship quality with parents and informal mentors associated with adolescent adjustment?* Poster presented at the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum, virtual conference.
- Bridges, A. J., **Mapes, A. R.,** Scafe, M., Guzman, L. E., \*Hutcheson, K. V., \*Diaz, W. S., \*Valentine, J. M. (November, 2019). *Ready or not? How patient stage of change relates to primary care behavioral health service engagement*. Poster presented at the 53<sup>rd</sup> Annual Association for Behavior and Cognitive Therapies Convention, Atlanta, GA.
- Mapes, A. R.,** Scafe, M., & Cavell, T. A. (November, 2019). *Shame, guilt, embarrassment: Is negative affect a mediator between peer victimization and internalizing symptoms?* Poster presentation, 53<sup>rd</sup> Annual Association for Behavior and Cognitive Therapies Convention, Atlanta, GA.
- Sourk, M., **Mapes, A. R.,** \*Broach, R., Craig, J. T., & Cavell, T.A. (2019, November). *Peer-versus self-identified victims: Differences in internalizing problems*. Poster presented at the Association for Behavioral and Cognitive Therapies, Atlanta, GA.
- Smith, A. B., **Mapes, A. R.,** Sourk, M., Steggerda, J., & Cavell, T. A. (2019, November). *Supporting college students on the spectrum: Do college students already have natural mentor*. Poster presented at the Association for Behavioral and Cognitive Therapies, Atlanta, GA.
- Mapes, A. R.,** Hyde, K., Hernandez-Rodriguez, J., Pastrana, F., Gregus, S., Craig, J. T., & Cavell, T. A. (March, 2019). *Liked by peers, liked by teachers, or liked by neither or both: Differentiating rates of peer victimization over time*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Mapes, A. R.,** Hyde, K., Hernandez-Rodriguez, J., Pastrana, F., Gregus, S., Craig, J. T., & Cavell, T. A. (March, 2019). *Teacher- and peer-preferred boys and girls: Who bullies more over time?* Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Mapes, A. R.,** Sourk, M., Steggerda, J., & Cavell, T. A. (March, 2019). *Adolescent dating violence and perceived barriers to health care: The moderating role of natural mentors*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.

Sourk, M., **Mapes, A. R.**, Mutignani, L. M., \*Corbell, M., Slep, A., Herrera, C., Spencer, R., & Cavell, T. A. (March, 2019). *Peer support and number of family moves as predictors of internalizing symptoms in military-connected students*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.

Steggerda, J., **Mapes, A. R.**, Pastrana, F., Hernandez-Rodriguez, J., Gregus, S., Craig, J. T., & Cavell, T. A. (March, 2019). *Does lunchtime peer acceptance moderate the relation between peer victimization and children's internalizing symptoms?* Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.

**Mapes, A. R.**, Sourk, M., Mutignani, L., Pastrana, F., Hernandez-Rodriguez, J., Craig, J., Gregus, S., & Cavell, T. (October, 2018). *Bullying as a function of being liked by peers, by teachers, or by both*. Poster presented at the National Conference in Clinical Child and Adolescent Psychology, Kansas City, KS.

Pastrana, F. A., Mutignani, L., **Mapes, A. R.**, Craig, J. T., Gregus, S., Hernandez-Rodriguez, J., & Cavell, T. A. (October, 2018). *Features of peer victimization: Peak elevation & duration on children's internalizing outcomes*. Poster presented at the National Conference in Clinical Child and Adolescent Psychology, Kansas City, KS.

Sourk, M., Pastrana, F., **Mapes, A. R.**, \*Rogers, J., & Cavell, T. A. (October, 2018). *Directly observing the lunchtime peer interactions of rejected victims and popular non-victims: Do they differ?* Poster presented at the National Conference in Clinical Child and Adolescent Psychology, Kansas City, KS.

**Mapes, A. R.**, & Cavell, T. A. (April, 2018). *Peer mentoring for college students with autism spectrum disorder*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Minneapolis, MN.

### **Mentored Conference Presentations:**

\*Hendricks, A., Mapes, A.R., Questch, L. B., Girard, E., & McNeil, C. B. (March, 2021). *Parent-child interaction therapy for latinx and non-latinx families: A comparison of barriers, treatment attitudes, and behavioral outcomes*. Poster presented at the National Undergraduate Research Week, University of Arkansas, Fayetteville, AR, virtual conference.  
Placed second in the Undergraduate Research Poster Competition in the social sciences category.

\*McIntosh, M., \*Holman, M., Parisi, K. E., **Mapes, A. R.**, & Quetsch, L. B. (2020, November). *Trainee attitudes towards evidence-based practice before training predict their post-training skill acquisition*. Poster presented at the 54<sup>th</sup> Annual Association for Behavior and Cognitive Therapies: Student Special Interest Group, Philadelphia, PA, virtual conference.

- \*Holman, M., Downs, A., \*Roweton, C., \*Hendricks, A., Parisi, K. E., **Mapes, A. R.**, & Quetsch, L. B. (2020, February). *The research-to-practice gap: Differing attitudes toward using evidence-based intervention*. Poster presented at the Arkansas Undergraduate Research Day at the Capitol, Little Rock, AR.
- \*Staples, G., \*McIntosh, M., \*Moeller, K., \*Perronne, A., **Mapes, A. R.**, Quetsch, L. B., & Thomas, J. (2020, February). *Disruptive behavior differences in gender and grade level in the context of TASC referred adolescents*, Poster presented at the Arkansas Undergraduate Research Day at the Capitol, Little Rock, AR.
- \*Corbell, M., Sourk, M., **Mapes, A. R.**, Mutignani, L. M., Slep, A., Herrera, C., Spencer, R., & Cavell, T. A. (March, 2019). *Support from teachers and peers as moderators of the association between disorganization in the home and military-connected students' academic engagement*, Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- \*Mathis, B., **Mapes, A. R.**, Sourk, M., Mutignani, L., \*Rogers, J., Pastrana, F., Hernandez-Rodriguez, J., Craig, J., Gregus, S., & Cavell, T. (October, 2018). *Emotional avoidance as a possible mediator between peer victimization and internalizing problems*. Poster presented at the National Conference in Clinical Child and Adolescent Psychology, Kansas City, KS.
- \*Broach, R., Sourk, M., **Mapes, A. R.**, \*Wish, E., Pastrana, F., Hernandez-Rodriguez, J., Craig, J., Gregus, S., & Cavell, T. (October, 2018). *Reporters of victimization: Anxiety, depression, social phobia, and reciprocated friendships*. Poster presented at the National Conference in Clinical Child and Adolescent Psychology, Kansas City, KS.
- \*Corbell, M. D., Sourk, M., **Mapes, A. R.**, Mutignani, L., \*Everly, E., Cavell, T., & Spencer, R. (October, 2018). *Do teacher-student relationships moderate the relation between parental stress and school belonging for military-connected students?* Poster presented at the National Conference in Clinical Child and Adolescent Psychology, Kansas City, KS.
- \*Satishkumar, S., **Mapes, A. R.**, & Sourk, M. Mutignani, L., Pastrana, F., \*Kuhn, S., & Cavell, T. (October, 2018). *Cultural similarity and the relation between lunchtime peer acceptance and peer victimization*. Poster presented at the National Conference in Clinical Child and Adolescent Psychology, Kansas City, KS.

### **COMMUNITY OUTREACH PRESENTATIONS**

- Chapman, K., Szwydky, L. L., **Mapes, A. R.**, & Benitez, D. D. (March, 2020). *Mental health awareness & advocacy*. Part of the Diversity Dialogue Series for undergraduates at the University of Arkansas, Fayetteville, Arkansas.
- Smith, A., **Mapes, A. R.**, Scafe, M., Hyde, K., & Parisi, K. (March, 2020). *Depression and anxiety: When should I worry about my teen?* Invited Mental Health Summit for Siloam High School in Siloam, Arkansas.



**Mapes, A.R., Sourk, M., Mutignani, L., & Cavell, T. A.,** (February, 2018). *Bullying information and prevention*. Invited three-session workshop for Jones Elementary School, Springdale, Arkansas.

**Mapes, A. R., & Sourk, M.** (December, 2017). *Mental health awareness session*. Invited workshop for the Springdale Public Library, Springdale, Arkansas.

## **CLINICAL EXPERIENCE**

**Prison Group** **08/2019-06/2021**

*Northwest Arkansas Community Correction Center, AR*

*Supervisor: Ana J. Bridges, PhD*

- Provided exposure-based group trauma therapy ‘Survivors Healing from Abuse: Recovery through Exposure’ (S.H.A.R.E.) at a women’s prison
- Collected data from consenting participants to assess effectiveness of S.H.A.R.E.

**Havenwood, Transitional Housing for Single Mothers** **08/2019-05/2020**

*Bentonville, AR*

*Supervisor: Lindsay S. Ham, PhD*

- Provided individual therapy (e.g., Cognitive Processing Therapy for Trauma), diagnostic assessment, and consultation with a multidisciplinary team (e.g., social workers, counselors, director of Havenwood)
- Worked with single-mothers and children with history of substance abuse, domestic violence, and human trafficking
- Provided some treatment and assessment via tele-psychology given the COVID-19 pandemic

**Behavioral Health Consultant** **08/2018-06/2019**

*Community Clinic, Rogers, AR*

*Supervisor: Ana J. Bridges, PhD*

- Provided integrated behavioral health care in a Federally Qualified Health Center to culturally and linguistically diverse individuals
- Worked with interpreters, collaborated as part of an interdisciplinary team to provide care for patients
- Gathered outcome data from patients seen in the clinic

**University of Arkansas Psychological Clinic** **08/2016-07/2020**

*University of Arkansas, Fayetteville, AR*

**Supervision Practicum**

*Supervisor: Jennifer C. Veilleux, PhD*

- Individual and group supervision focusing on development of supervisor skills and identity
- Gained knowledge through reading and discussing research on clinical supervision and professional consultation
- Practiced supervision through in vivo exercises, peer supervision within the practicum team, and discussion of issues that arise in supervisory contexts

### Parent-Child Interaction Therapy (PCIT) Practicum

Supervisor: *Lauren B. Quetsch, PhD*

- Individual and group supervision focusing on skill development, self-awareness of your role in the therapeutic process, measurement of treatment effectiveness and client outcomes, and the utilization of clinical flexibility
- Specifically focused on development of PCIT therapeutic knowledge and skills by completing a PCIT case.

### Diversity Practicum

Supervisor: *Alex R. Dopp, PhD*

- Individual and group supervision focusing on providing culturally sensitive clinical work
- Conceptualized the role of various cultural factors in clinical work
- Engaged in flexible, culturally sensitive assessment and intervention with individuals from diverse backgrounds
- Reflected on my own cultural sensitivity and understand the influence of my own cultural identities on clients and clinical processes
- Critically evaluated research on evidence-based practices from a culturally sensitive perspective

### Intervention Practicum

Supervisor: *Lindsay S. Ham, PhD*

- Group supervision to develop fundamental skills in case conceptualization, treatment planning, and conducting evidence-based psychotherapy
- Developed/refined case conceptualization skills
- Learned and practiced implementation of empirically-based treatment for commonly presented problems with a range of clients
- Learned to use supervision to improve case conceptualization and therapy skills, including consideration of individual and cultural diversity
- Used group supervision settings as a forum to give and receive feedback appropriately
- Developed professional skills related to appropriate and effective working relationships (e.g., with peers, staff, supervisors, clients, and other professionals), file management, and documentation of clinical matters

### Assessment Practicum

Supervisor: *Ana J. Bridges, PhD*

- Neuropsychological and achievement assessment experience
  - Including:
    - Attention Deficit/Hyperactivity (ADHD) Batter (e.g., Trail Making Test, Golden Stroop, Barkley scales, Ray Auditory Verbal Learning test), intelligence tests (e.g., Wechsler Intelligence Scale for Children [WISC-V], Wechsler Adult Intelligence Scale [WAIS-IV], Woodcock Johnson Tests of Cognitive Abilities [WJ-IV-COG]), achievement tests (WJ-IV-ACH)
- Personality tests (e.g., Personality Assessment Inventory, Millon Clinical Multiaxial Inventory), symptoms measures (e.g., Beck Depression Inventory), diagnostic interviews, providing feedback, integrated report writing

## **OTHER RELEVANT HUMAN SERVICE EXPERIENCE**

**Preschool Educational Assistant, Gunnison Valley** **08/2015-08/2016**  
**Lake Preschool, Gunnison, CO**

Supervisor: *Jennifer Kennedy, Director*

- Co-facilitated class of 14 children ages 3 to 5
- Received 15 hours of continuing professional development training for early childhood development
- Worked closely with the Special Education Director to provide improved learning environments for students with varying needs

**Gunnison Valley Mentors** **05/2015-08/2015**  
**Gunnison, CO**

Supervisor: *Julena Swanson, Case Manager*

- Co-leader of group mentoring program
- Worked with underserved youth, ages 6 to 10 with complex physical and psychological difficulties, promoting healthy growth and development

**Autism Social Skills Group Co-Facilitator** **08/2014-05/2015**  
**Colorado State University, Fort Collins, CO**

Supervisor: *Lee Rosén, PhD*

- Aided in facilitating weekly didactic social skills training for children ages 5 to 12 with various diagnoses such as ADHD, ASD, reactive attachment disorder, learning disorders, oppositional defiant disorder, among other concerns with social behavior
- Developed individualized social education plans one-on-one for several children

**Campus Connections Mentoring Program** **08/2014-05/2015**  
**Colorado State University, Fort Collins, CO**

Supervisor: *Jen Krafchick, PhD, CFLE*

- Mentoring underserved youth ages 10 to 18 referred from Juvenile Justice System of Larimer County, local schools, community agencies, and directly from families
- Motivational interviewing training
- Provided academic support, career planning, encouraged positive social skill development, assisted with goal setting, and implemented wellness programming

**PROFESSIONAL TRAININGS**

Parent Child Interaction Therapy (PCIT) Training, *University of Arkansas, 2019*

GPE Cultural Immersion Trip to Puerto Rico, *University of Arkansas, 2019*

Child Adult Relationship Enhancement (CARE) Training, *University of Arkansas, 2019*

An On-line Training Course for Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), *Medical University of South Carolina Training Website, 2020*

An On-line Training Course for Cognitive Processing Therapy (CPT), *Medical University of South Carolina Training Website, 2019*

**TEACHING**

**Instructor of Record for General Psychology** **08/2020-Current**  
*University of Arkansas, Fayetteville, AR*  
Undergraduate student class  
Two sections

**Teaching Assistant for Personality Assessment** **01/2018-05/2018**  
*University of Arkansas, Fayetteville, AR*  
Supervisor: *Jenn Veilleux, PhD*  
Graduate student class  
Aiding graduate students in learning, interpreting, and writing personality and psychopathology assessment reports

**Teaching Assistant for Statistics in Psychology** **08/2017-12/2018**  
*University of Arkansas, Fayetteville, AR*  
Supervisor: *Bill Levine, PhD*  
Held weekly statistics drills and office hours for 40 undergraduate students

**Supervised College Teaching** **01/2014-05/2014**  
*Popular Myths of Psychology, Colorado State University, Fort Collins, CO*  
Supervisor: *Karla Gingerich, PhD*  
Designed syllabus, graded papers, graded quizzes, and developed extra credit assignments  
Planned, organized, and facilitated group discussions and out of class activities

## **MENTORSHIP**

### **Mentored several undergraduate honors theses:**

- Amy Henricks (2019-2021), *Parent Child Interaction Therapy Outcomes for Latinx Families*
- Lucero Martinez (2018-2020), *Children's Beliefs about Bullying and Disclosing: Emotion as a Moderator*
- Savana Kuhn (2018-2020), *Does Tendency to Disclose Moderate the Relation Between Peer Victimization and Children's Internalizing Symptoms?*
- Sanjana Satishkumar (2017-2019), *Cultural Similarity and the Relation between Lunchtime Peer Acceptance and Peer Victimization*

### **Mentored undergraduate students across multiple labs (i.e., CRAV Lab, FCI Lab, DREAM lab):**

- Students mentored: Kali Brewer, Taylor Davis, Chase Roweton, Hanna Booker, Mariah McIntosh, Madeline Holman, Aubry Perronne, Grace Staples, Amy Henricks, Kate Moeller, Sanjana Satishkumar, Savana Kuhn, Lucero Martinez, Myles Brewington, Vanessa Hutcheson
- Provided individual and group professional development meetings
- Instruction on the scientific method and development of research projects
- Instruction for data collection, management, and cleaning
- Mentored multiple posters first authored by undergraduate students

- Mentoring an undergraduate student as a co-author on a book chapter
- Demonstrated to students the diversity of psychological research, and led diversity-related discussions about research (interpretation of findings, inclusion of diverse samples, etc.)

## **LEADERSHIP AND PROFESSIONAL SERVICE**

**Search Committee for Clinical Faculty Position** **Fall 2019**  
*University of Arkansas Psychological Science Department*  
 Appointed Position  
 Reviewed applications, provided ratings for applicants, participated in discussions

**Member of the Departmental Diversity Committee** **08/2018-05/2019**  
*University of Arkansas Psychological Science Department*  
 Elected Position  
 Grant writing experience, aided in collection and analysis of diversity climate survey data, aided in development and write-up of both short- and long-term departmental diversity goals

**Clinical Training Program Liaison** **08/2017-08/2018**  
*University of Arkansas Psychological Science Department*  
 Elected Position  
 Met with prospective students interested in the Clinical Psychology graduate program

**University of Arkansas Psychological Clinic** **08/2016-08/2017**  
*University of Arkansas, Fayetteville, AR*  
**Clinic Assistant**  
 Supervisor: *Matthew T. Feldner, PhD*

- Aided in the development and implementation of telepsychology services
- Aided in the development, transition, and training in the use of Electronic Medical Records (Titanium)
- Completed clinical screening interviews over the phone with potential clinic clients and completed intake interviews for clinicians
- Operated in an administrative role including record keeping, billing, staffing procedures, addressed technology concerns with computers and video systems, facilitated communication among clinicians through methods such as weekly newsletters

## **PROFESSIONAL MEMBERSHIPS**

Dissemination and Implementation Science Special Interest Group (DIS SIG) of the Association for Behavior and Cognitive Therapies (ABCT), student member  
 Arkansas Psychological Association (ARPA), student member  
 Society for clinical child and adolescent psychology (SCCAP), student member

## **AD HOC JOURNAL REVIEWER**

Journal of School Violence, 2021  
Children and Youth Service Review, 2018, 2020  
Journal of Community Psychology, 2020  
Journal of Applied Research in Intellectual Disabilities, 2019  
Journal of Research on Adolescence, 2019  
School Psychology Quarterly, Special Section Article: Chronic Conditions, 2017