

## **JUDY HO**

### **Ph. D., ABPP, ABPdN, CFMHE**

Associate Professor of Psychology, Pepperdine University GSEP  
Diplomate, American Board of Professional Psychology  
Diplomate, American Academy of Pediatric Neuropsychology  
Diplomate, National Board of Forensic Evaluators  
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Board of Psychology CA License #22809

### **EDUCATION**

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#### **Bachelor of Arts, Psychology**, May 2001

University of California, Berkeley

Honors Thesis: Are Role Models Important? (Advisor: Oliver John)

#### **Bachelor of Sciences, Business Administration**, May 2001

Walter A. Haas Business School at University of California, Berkeley

Emphasis: Organizational Behavior

#### **Master of Sciences, Psychology**, May 2004

San Diego State University

Thesis: Race/ethnicity, parental cultural affiliation and youth mental health service use (Advisor: May Yeh)

#### **Doctor of Philosophy, Clinical Psychology**, June 2007

San Diego State University and University of California San Diego School of Medicine

Dissertation: Parent/youth attributions, acculturation, and youth treatment engagement (Advisor: May Yeh)

### **GRANTS AWARDED**

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Ho, J. & Kim, L. (January 2016 – present). Healthy Body and Mind Project. The Office of Vice Provost for Research and Strategic Initiatives. \$9,000.

Ho, J. (August 2011 – 2012). STAGES Project: The effects of arts programs on at-risk youths' emotional/behavioral functioning. Children's Outreach: Advancing Social Transformation and Learning (COASTAL) Research Grant. (UODNS-30STAGESJHO). \$1,200.

Ho, J. (July 2008-present; PI: McCracken & Piacentini). The Science of Child Mental Health Treatment. National Institute of Mental Health (T32 MH073517-01A1). \$82,670.

Ho, J. (April 2005-August 2007). Race/Ethnicity, Acculturation, and Outcomes. National Institute of Mental Health (1 F31 MH071939-01), \$69,710.

### **HONORS**

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National Institute of Mental Health, Ruth L. Kirschstein NRSA Institutional Research Fellow, 2008-2010

National Institute of Mental Health, Ruth L. Kirschstein National Research Service Award Fellow, 2005-2007

University of California San Diego Graduate Student Travel Award Recipient, 2004

San Diego State University Graduate Student Travel Award Recipient, 2004

American Psychological Association, Minority Fellowship Program Alternate, 2004

Phi Kappa Phi Honors Society, 2003-2007

High Honors Designation, UC Berkeley Psychology Honors Thesis Program, 2000-2001

National Dean's List, 2000-2001

## LICENSE AND BOARD CERTIFICATIONS

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California Board of Psychology, Clinical Psychologist, License Number 22809

American Board of Professional Psychology, Board Certified in Clinical Child and Adolescent Psychology

American Board of Pediatric Neuropsychology, Board Certified Pediatric Neuropsychologist

National Board of Forensic Evaluators, Board Certified Forensic Mental Health Evaluator

## PUBLICATIONS

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### **Published Manuscripts**

Ho, J. (2019). *Stop Self Sabotage: Six Steps to Unlock Your True Motivation, Harness Your Willpower, and Get Out of Your Own Way*. Harper Wave, an imprint of Harper Collins, New York, NY.

Ho, J., Moss, N., & Yeh, M. (2014). Assessment of Childhood Behavioral Disorders. In L. T. Benuto, N. Thaler, & B. D. Leany (Eds.), *Guide to Psychological Assessment with Asian Americans*.

Ho, J., Moss, N., & Yeh, M. (2014). Special Considerations. In L. T. Benuto, N. Thaler, & B. D. Leany (Eds.), *Guide to Psychological Assessment with Asian Americans*.

Ho, J. (Ed.) (2013). *Immigrants: Acculturation, Socioeconomic Challenges and Cultural Psychology*. New York, NY: Nova Publishers.

Ho, J., Rogers, G., & Anderson, K. (2013). African Immigrants: Mental Health Status and Barriers in Professional Mental Health Service Use. In Ho, J. (Ed.), *Immigrants: Acculturation, Socioeconomic Challenges and Cultural Psychology*. New York, NY: Nova Publishers.

Barton, J., Kaplan, A., Moss, N., Ho, J. (2013). Corporal Physical Punishment Today: The History, Effect and Long-Term Implications. In Castro, N. (Ed.), *Psychology of Punishment: New Research*.

Yeh, M., Aarons, G.A., Ho, J., Leslie, L., McCabe, K., & Hough, R.L. (2013). Parental Etiological Explanations and Longitudinal Medication Use for Youths with Attention Deficit Hyperactivity Disorder. *Administration and Policy in Mental Health*.

Ho, J., Lau, A., Yeh, M., McCabe, K. (2012). Perceptions of the acceptability of parent training among Chinese immigrant parents: Contributions of cultural factors and clinical need. *Behavior Therapy*.

Ho, J., & Daniels, S. (2011). Acculturation and mental health care for Latino and Asian youth. In T. M. Johnson (Ed.), *Acculturation: Implications for Individuals, Families, and Societies*. Nova Science Publishers: Hauppauge, NY.

Ho, J., McCabe, K., Yeh, M., & Lau, A. (2009). Evidence-based treatments for conduct disorder among ethnic minorities. In R. C. Murrihy, A. D. Kidman, & T. H. Ollendick (Eds.), *Clinical Handbook of Assessing and Treating Conduct Problems in Youth* (p. 455-488). Springer Publishing: New York, NY.

Ho, J., Yeh, M., McCabe, K., & Hough, R. L. (2006). Parental cultural affiliation and youth mental health service use. *Journal of Youth and Adolescence*, 36, 529-542.

Ho, J., Liang, J., Martinez, J., Huang, C., & Yeh, M. (2006). Racial and ethnic disparities in mental health care for youth. In E. V. Metroso (Ed.), *Racial and Ethnic Disparities in Health and Health Care* (p. 149-204). Nova Science Publishers: Hauppauge, NY.

Yeh, M., Forness, S., Ho, J., McCabe, K., & Hough, R. L. (2004). Parental etiological explanations and disproportionate racial/ethnic representation in special education services for youth with emotional disturbance, *Behavioral Disorders*, 29, 348-358.

### **Unpublished Treatment Manuals and Manuscripts**

Ho, J. et. al. (2017). Nutritional and Psychoeducational Support for parents (NAPS) Psychoeducation Manuals.

Ho, J. et al. (2015). Psychoeducational Program for School-Aged Families and Educators (PEP4SAFE) Parent and Teacher Psychoeducation Manuals.

Ho, J. et. al. (2012). Students in Theater arts Advancing Psychological, Educational, and Social functioning (STAGES) Summer Program for At-Risk Children in JUMP START.

Ho, J., et al. (2012). Students in Theater arts Advancing Psychological, Educational, and Social functioning (STAGES) Social Skills Program for At-Risk Children and Families.

Ho, J. et al. (2011). Students in Theater arts Advancing Psychological, Educational, and Social functioning (STAGES) Storytelling Program.

***In Review and In Preparation Manuscripts***

Rogers, G., Ho, J., Brooks, L., and Naman, K. (in preparation). Examining therapists' perceptions of barriers to treatment with youth and their families: A mixed methods study.

Brooks, L., Ho, J., Rogers, G., and Naman, K. (in preparation). Examining therapists' perceptions of strategies for overcoming barriers to treatment with youth and their families.

Blum, E., Rogers, G., & Ho, J. (in review). Juvenile Justice: Effectiveness of three rehabilitation techniques on juvenile offenders.

Huang, C. Y., Ho, J., Yeh, M., Chavira, D. A., & Hough, R. L. (in preparation). Examining the relationship among acculturation, beliefs about causes, and mental health service use.

Palacio, N., Janulaitis, D., Cale, E. J., & Ho, J. (in review). Exploring learning styles in the classroom and their effects on youth problematic behaviors.

Ho, J., Cale, E. J., Palacio, N., and Janulaitis, D. (in preparation). The impact of a curriculum-integrated performance arts program on at-risk youths' emotional/behavioral and social functioning.

**SELECTED CONFERENCES/PRESENTATIONS**

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Ho, J. (July 7, 2020). Preserving Mental Health Resilience and Coping During the Covid-19 Pandemic and Beyond at Kaiser Downey. Downey, CA.

Ho, J. (July 1, 2020). Building Resilience and Reducing Burnout During Stressful Times. Ticketmaster/LIVE Nation Mental Health Awareness Talk. Los Angeles, CA.

Ho, J. (June 17, 2020). The Kaleidoscope of Available Treatments: A Primer on Well-Known Interventions and Lesser Known Alternatives. National Alliance of Mental Illness By the Beach. Malibu, CA.

Ho, J. (June 9, 2020). Burnout Recovery for Your Personality Type. Grand Rounds Speaker at Kaiser West Los Angeles. West Los Angeles, CA.

Ho, J. (April 24-26, 2020). *Beating Burnout: New Insights and Strategies to Promote Resilience*. Invited Speaker at the American Academy of Pediatric Neuropsychology Annual Conference, Las Vegas, NV.

Ho, J. (February 9, 2020). *Burnout Busters for Your Personality Type*. Keynote Speaker at the Parents Working for Children Luncheon. Los Angeles, CA.

Ho, J. (February 4, 2020). *The Science of Self-Care*. Featured Speaker at The Gift of Self-Care Conference. Malibu, CA.

Ho, J. (January 30, 2020). *Unlock Your Motivation and Harness Your Willpower*. Keynote Speaker at Manatt Women's Initiative Summit. Culver City, CA.

Ho, J. (January 25, 2020). *Self-Care for Your Personality Type*. Featured Speaker at GirlTalk Festival. Newport Beach, CA.

Ho, J. (November 19, 2019). *How to stop self-sabotaging your goals*. Keynote Speaker at A New Time to Define Women's Leadership: Annual Women's Leadership Luncheon, Malibu, CA.

Ho, J. (October 30, 2019). *Reducing Burnout Among Caregivers*. Invited Featured Speaker at the Twenty-Second Annual Sarnat Symposium, Encino, CA.

Ho, J. (October 19, 2019). *Burnout and Wellness Among Physicians*. Invited Featured Speaker at Kaiser Permanente's Annual Women in Medicine Conference. Downey, CA.

Ho, J. (June 29, 2019). *No More Drama: Making Your Workplace Relationships Work*. Invited Speaker at Girlboss Rally LA, Los Angeles, CA.

Ho, J. (February 27, 2019). *Burnout Busters for Your Personality Type*. Keynote Speaker at Master the Disaster Annual Conference for First Responders, Ventura, CA.

Ho, J. (October 2, 2018). *Lighting the Way*. Keynote Speaker at Women's Leadership Luncheon. Malibu, CA.

Lawford, C. K., Klein, D., Ho, J., Scholz, R., Fong, T., Scholz, R., & Garbe, K. (August 28, 2018). Fact or Fiction: The Truth About Addiction. Panel Presentation for Milestones Addiction Series. Agoura Hills, CA.

Mirbod, V., Duarte, J., Ho, J., & Kim, L. (April 27, 2018). NAPS: Development and Pilot of the Nutritional And Psychosocial Support Program. Poster Presentation at the 2018 Western Psychological Association Annual Meeting in Portland, OR.

Ho, J. (November 14, 2017). *Cognitive Injury and Addiction*. Featured Speaker at the Costa Mesa Providers Conference sponsored by Constellation Behavioral Health. Costa Mesa, CA.

- Ho, J. (September 21, 2017). *The Triple Threat: Assessment Techniques for Clinicians Working with Complex Cases of Multiple Diagnoses*. Featured Speaker at The Innovator's Dilemma Conference sponsored by Constellation Behavioral Health. Chicago, IL.
- Ho, J. (August 28, 2017). *Media, Social Comparisons, and Self-Esteem in Young Women*. Featured Speaker at Press Conference sponsored by TREsemme. New York, NY.
- Ho, J. (July 26, 2017). *Addiction, the Brain, and Neuropsychological Findings*. Keynote presented at the Women's Association for Addiction Treatment Monthly Meeting in Malibu, CA.
- Ho, J. (July 2016). *Teaching to Your Personality*. EdTalk presented at the 2016 California Teachers Summit. Los Angeles, CA.
- Ho, J. (April 2016). *Living a Values-Based Life*. Featured Speaker at Pepperdine University's Women and Lifelong Learning Seminar Series. Los Angeles, CA.
- Ho, J. (February 2015). *Keynote: Your Career, Your Story*. Keynote Speaker at the 2015 Pepperdine University Annual Career Week. Los Angeles, CA.
- Ho, J. (May 2014). *Benefits of Psychological Testing in diagnosing and treating disruptive physicians and in promoting recovery and relapse prevention*. Special Speaker Series presented at the Riverside County Medical Association Annual Meeting. Riverside, CA.
- Ho, J. (April 2014). *Keynote Address to Women in Science*. Keynote Speaker at the 2014 Orange County Graduate Women in Science Annual Conference. Irvine, CA.
- Ho, J. (November 2013). *Original Music Contribution to Mirrors of the Mind 2: The Psychotherapist as Artist*. Presented at the Los Angeles County Psychological Association Art Exhibition, Los Angeles, CA.
- Ho, J. (October 2013). *Innovation, Tradition, and Identity*. Panel Speaker at the Pepperdine Faculty Conference, Westlake Village, CA.
- Blum, E., Rogers, G., & Ho, J. (October 2013). *Juvenile Justice: Effectiveness of Three Rehabilitation Techniques on Juvenile Offenders*. Poster Presented at the Los Angeles County Psychological Association Annual Meeting, Culver City, CA.
- Cencirulo, J., Brooks, L., & Ho, J. (October 2013). *The Relationship Between Self-Efficacy and Theater: Where We Are*. Poster Presented at the Los Angeles County Psychological Association Annual Meeting, Culver City, CA.
- Cale, B., Palacio, N., & Ho, J. (March 2013). *Juvenile Offenders: A Review of Gender Differences in Mental Health and Treatment Effectiveness*. Poster presented at the American Psychology-Law Society (Division 41, American Psychological Association) Annual Meeting, Portland, OR.
- Brown, T. E., Ho, J., Tsong, Y., Moss, N., Cale, E. J. (October 2012). *Effectiveness of community implementations of Parent-Child Interaction Therapy (PCIT): A meta-analysis*. Paper presented at the International Organization of Social Sciences and Behavioral Research Annual Meeting, Las Vegas, NV.
- Brown, J., Nguyen, H., Tooley, E., Rouault, R., Ho, J., Cale, B., Janulaitis, D., & Moss, N. (October 2012). *Implementing a Curriculum-Based Performance Arts/Social-Skills Building Program for At-Risk Youth*. Workshop presented at the International Organization of Social Sciences and Behavioral Research Annual Meeting, Las Vegas, NV.
- Barton, J. D., Anderson, K., Rogers, G., & Ho, J. (October 2012). *Developing an educational program to increase parental motivation and youth engagement in mental health treatment*. Paper presented at the International Organization of Social Sciences and Behavioral Research Annual Meeting, Las Vegas, NV.
- Kirby, J., & Ho, J. (October 2012). *Advancing the Case for Mindfulness-Based Training with Athletes*. Poster Presented at the Association for Applied Sports Psychology Annual Meeting.
- Ho, J. (September 2012). *Clinical Interventions for the Aging Population*. Seminar Series presented to Los Angeles Department of Mental Health (LADMH), Los Angeles, CA.
- Ho, J. (August 2012). *Challenges of Disseminating Manualized Cognitive-Behavioral Therapy in Two Urban Communities*. Paper presented as part of a symposium entitled *Square Pegs in Round Holes?: Challenges of Evidence-based Practice in Diverse Urban Communities* (Chair: Harrell, S.). Symposium accepted for presentation at American Psychological Association Annual Meeting, Orlando, FL.
- Rouault, R., Ho, J., Kirby, J., Palacio, N., & Zopel, W. (May 2012). *Problem Behaviors in Kinesthetic Learners*. Poster Presented at the Association for Psychological Science Annual Meeting, Chicago, IL.

- Ho, J. (April 2012). *The impact of a curriculum-integrated performance arts program on at-risk youths' emotional, behavioral, and social skills functioning*. Paper presented as part of a symposium entitled *Social Skills, Self-Esteem, and Learning Styles in a Diverse Sample of At-Risk Youth: Correlates of Emotional/Behavioral Problems* (Chair: Ho, J.). Symposium accepted for presentation at Western Psychological Association Annual Meeting, San Francisco, CA.
- Ho, J., Palacio, N., Cale, E., & Janulaitis, D. (February 2012). *The STAGES Project: Implementing a creative program for social skills development in at-risk youth*. Interest Group Meeting presented at the Southeastern Psychological Association Annual Meeting, New Orleans, LA.
- Janulaitis, D., Ho, J., Cale, E., & Palacio, N. (February 2012). *How are you interacting? Parental views on youths' social skills development and implications for behavioral functioning*. Paper presented at the Southeastern Psychological Association Annual Meeting, New Orleans, LA.
- Ho, J., Cale, E., Palacio, N., & Janulaitis, D. (2011). *The impact of a curriculum-integrated performance arts program on at-risk youth*. Paper presented at the International Organization of Social Sciences and Behavioral Research Annual Meeting, Las Vegas, NV.
- Cale, E., Palacio, N., Janulaitis, D., & Ho, J. (2011). *Investigating parent-youth agreement: The effects of report discrepancy on problematic behaviors*. Paper presented at the International Organization of Social Sciences and Behavioral Research Annual Meeting, Las Vegas, NV.
- Palacio, N., Janulaitis, D., Cale, B., & Ho, J. (2011). *Exploring learning styles in the classroom and their effects on problematic behaviors*. Paper presented at the International Organization of Social Sciences and Behavioral Research Annual Meeting, Las Vegas, NV.
- Ho, J. (2011). *Engagement strategies for families in therapy*. Poster presented at the Western Psychological Association Annual Meeting, Los Angeles, CA.
- Ho, J. (2010). *Perceptions of the acceptability of Parent Management Training among immigrant Chinese parents*. Lecture presented at the UCLA Department of Psychiatry Fellow Meeting, Los Angeles, CA.
- Ho, J., Zima, B., Bussing, R., & Tang, L. (2009). *Parental ADHD knowledge, medication and counseling treatment acceptability, and ADHD service use among African American, Latino, and Caucasian families*. Poster presented at the American Academy Child and Adolescent Psychiatry Annual Meeting, Honolulu, HI.
- Ho, J. (2007). *Clinical Perspective: Eating Disorders*. Lecture presented at San Diego State U., San Diego, CA.
- Ho, J. (2007). *Working with ethnically diverse patients in psychotherapy*. Lecture/workshop presented at University of California, San Diego, Department of Psychiatry, La Jolla, CA.
- Ho, J. (2007). *Innovative treatments for eating disorders*. Lecture/workshop presented at University of California, San Diego, Department of Psychiatry, La Jolla, CA.
- Ho, J., & Rockwell, R. (2006). *Eating Disorders: Current research and treatment*. Lecture presented at San Diego State University, San Diego, CA.
- Ho, J. (2006). *Eating Disorders: An introduction and what you can do to help*. Lectures/workshops presented at various secondary schools, San Diego, CA.
- Huang, C., Ho, J., Liang, J., Martinez, J., Yeh, M., & Hough, R. (2006). *Examining the relationship between acculturation, beliefs about causes, and mental health service use*. Poster presented at the Western Psychological Association Annual Meeting, Palm Springs, CA.
- Martinez, J., Yeh, M., Ho, J., Huang, C., Liang, J., & Hough, R. (2006). *An exploration of service types, race/ethnicity, and mental health treatment outcomes for children with mental health disorders*. Poster presented at the Western Psychological Association Annual Meeting, Palm Springs, CA.
- Ho, J., McCabe, K., & Yeh, M. (2005). *Cultural issues in mental health services for Latino youth and evidence-based treatment for Mexican-American families with pre-schoolers with behavior disorders*. Lecture/Workshop presented at the Latino Social Work Network Annual Meeting, San Diego, CA.
- Ho, J., Yeh, M., & Hough, R. (2005). *Race/ethnicity, acculturation and outcomes for children*. Poster presented at the Western Psychological Association Annual Meeting, Portland, OR.
- Ho, J., Yeh, M., & Hough, R. (2005). *Race/ethnicity, culture, and mental health services and outcomes for children*. Poster presented at the American Psychological Society Annual Meeting, Los Angeles, CA.
- Ho, J., Yeh, M., McCabe, K., & Hough, R. (2004). *Race/ethnicity, parental cultural affinity, and mental health services for children*. Poster presented at the American Psychological Association Meeting, Honolulu, HI.
- Ho, J. (2001). *Are role models important?* Lecture presented at UCB Psychology Meeting, Berkeley, CA.

**RESEARCH EXPERIENCE**

<p>08/15-present</p>	<p><b>Pepperdine University Graduate and Professional Schools Institutional Review Board, <i>Chair</i></b>          Develop initiatives and actions to ensure federal compliance and IRB independence; establish efficient, organized, systematic, and thorough reviews, and oversee strategic plans to accomplish these goals for all four of Pepperdine’s Graduate Schools (Graduate School of Education and Psychology, Graziadio School of Business and Management, School of Law, and School of Public Policy). Promote a culture consistent with the objectives of Pepperdine’s Human Research Protection Program (HRPP), with special emphasis on the respect for and protection of individuals participating in research at the University. Strengthen the protection of research participants by ensuring the proper review, approval, disapproval or determination of exemption from further review of research protocol submissions to the IRB. Preside over meetings of the fully convened IRB and ensure that the IRB carries out its duly authorized responsibilities as required by federal regulations, ethical principles, state laws and University policy. Review and approve protocol submissions that qualify for expedited and exempt review pursuant to federal regulations, ethical principles, state laws and University policies, or delegate such authority to a qualified and experienced IRB member to conduct such review and approval. Ensure membership of the IRB Board is recruited, appointed, trained, and oriented such that the IRB is duly qualified to fulfill its obligations to review, require modifications to, approve (or disapprove) research protocols that represent the breadth of research submitted to the IRB by Pepperdine researchers. Develop and implement Pepperdine's Human Research Protection Program (HRPP) policies and procedures. Confer as a liaison between the HRPP and the University research community to promote communication and understanding of the concerns of the IRB, the research community and other HRPP partners. Direct reports related to safety, noncompliance, unanticipated problems in research and adverse events are reviewed, attended to and reported pursuant to federal regulations, state laws and University policy. Correspond to local and federal investigations relating to protocols and actions, as required. Led development towards IRB Independence by enacting policies and hiring and training personnel that encourage unbiased reviews and decision processes free of conflicts of interests and social influence. Originate and manage the IRB Continuing Education Program for faculty, research staff, students, and IRB Board Members.</p>
<p>08/10-present</p>	<p><b>CREATE Lab, <i>Principal Investigator</i></b>          Design, develop, and direct research projects to achieve the overarching goal of the CREATE Lab, which is to improve the delivery of evidence-based mental health care to high need populations in primary care, community mental health, and school based settings by develop and disseminate interventions that will enable youth and families from ethnically and demographically (especially low income sectors) diverse populations to have access to and utilize empirically-driven, effective care at various levels of intervention (universal, selective, and indicated). Lead 15-20 student research assistants each school year and collaborate with various community partners to achieve lab goals.</p> <p>Four ongoing projects are underway in various stages of development, data collection, data analyses, and manuscript preparation. The first project, STAGES, which was the beneficiary of a small Pepperdine-based grant (Coastal) focuses on improving emotional and behavioral functioning in at-risk middle school students through the use of an artistic performance-based summer program designed by this Principal Investigator. Collaborated with the Santa Monica/Malibu Unified School District and implemented this program to over 160 academically and/or behaviorally at-risk students over three consecutive summers (2011, 2012, 2013) after an initial two-year development period (2009-2011), and collected baseline and follow-up data on the students, their parents, and classroom teachers in two of the three years. The second project, PARTY, focuses on identifying the factors that present barriers to receiving professional mental</p>

	<p>health services in socio-demographically disadvantaged groups, and understanding the strategies that help these families to engage in needed treatment in order to prevent negative outcomes for the individuals and society at large. Quantitative and qualitative data was collected from community therapists in 2013. Data from both projects have been analyzed and interpreted, and the results are in the process of dissemination through completed presentations and manuscripts which have been submitted for review.</p> <p>The two most recent research projects naturally follows from the earlier two projects, and involves the development of psychoeducational manuals designed for implementation with parents and teachers in at-risk communities. The third project, PEP4SAFE, builds upon the work of the PARTY Project. A manualized psychoeducational program for parents and teachers is currently being finalized to educate them on common childhood emotional/behavioral problems, to teach evidence-based techniques to modify behavior and address emotional difficulties in children, and to educate these gatekeepers when problems require professional referral. Manuals have been finalized and pilot studies are underway to assess the utility and effectiveness of this program. The fourth project, NAPS, aims to improve health outcomes by supporting mental health in low-income and high need women in LA County. Specifically, this project seeks to build a sustainable infrastructure for delivering mental health support services to women in the Special Supplemental Nutrition Program for Women Infants and Children (WIC). A cross-disciplinary service learning program was developed in collaboration with PHFE-WIC with pilot testing commenced January 2017. Parent participants in the WIC program who have post-partum depression symptoms received training in evidence-based support strategies based in Cognitive Behavioral Therapy without additional financial burden.</p>
<p>10/16-present</p>	<p><b>Constellation Behavioral Health, Residential Treatment Program Evaluation, <i>Consulting Investigator</i></b></p> <p>Evaluated and critiqued year 1 pilot study methods, results, and discussion to strengthen and optimize data collection and analysis in year 2 pilot study. Create and direct recommended study protocol for year 2, develop mixed methods analytic plan, analyze data and interpret findings to create presentation materials to disseminate results to key stakeholders.</p>
<p>08/07-07/10</p>	<p><b>University of California Los Angeles Department of Psychiatry, <i>Postdoctoral Fellow</i></b>  <i>Mentors: James McCracken, M. D.; Bonnie Zima, M. D.</i></p> <p>Received a 2-year Institutional Training Grant Award titled the “The Science of Child Mental Health.” Published one first-authored review chapter on innovative evidence-based treatments for ethnic minority youth with conduct disorders. Produced several research manuscripts regarding how parental beliefs, knowledge, and attitudes towards child mental health care affect actual service use for low-income Latino, African American, and immigrant Chinese families. Presented research findings at American Academy of Child and Adolescent Psychiatry Annual Meeting 2009 and UCLA Psychiatry “Grand Rounds.” Expanded on research methodologies and software knowledge, including multivariate techniques, mixed methods analyses, multiple and logistic regression analyses, and syntax programming in SPSS, SAS, and STATA software.</p>
<p>09/02 – 08/07</p>	<p><b>Children’s Hospital San Diego Child/Adolescent Services Research Center, <i>Research Fellow</i></b>  <i>Supervisor: May Yeh, Ph. D.</i></p> <p>Received a 4-year Pre-doctoral Training Grant “Race/Ethnicity, Acculturation, and Outcomes.” Published one first-authored review chapter on racial/ethnic disparities in mental health services for youth, one first-authored peer-reviewed research manuscript on the influence of parental acculturation on youth mental health service use for ethnically diverse youth, and a peer-reviewed research manuscript on the influence of parents’ etiological explanations for child’s emotional/behavioral problems on special education service use. Presented research findings at several national conferences and university lectures including American Psychological Association, American Psychological Services, Western Psychological Association, and “Grand Rounds.” Supervised two doctoral and two master students on grant proposals, conference</p>

	presentations, data analyses, and manuscript development. Spearheaded a team of five researchers to develop a published (2007) theoretical/conceptual model explaining factors leading to racial/ethnic disparities in mental health care for families. Designed and implemented interview protocol for a NIMH-funded longitudinal study which examined cognitive consensus between youth, parents, and therapists in child mental health treatment. Trained undergraduate and graduate student research associates in standardized data collection strategies. Mastered use of SPSS software and conducted multiple and logistic regression analyses and multivariate analyses.
08/00-05/01	<b>University of California, Berkeley Psychology Honors Thesis Program, <i>Student Researcher</i></b> <i>Supervisors: Irving Zucker, Ph. D., Oliver John, Ph. D.</i> Innovated assessment protocol to assess youths' relationships with peer and adult role models. Collected data from 35 youth and families, conducted statistical analyses, and interpreted findings. Completed honors thesis manuscript which received a high honors distinction from a faculty panel. Presented research findings at annual departmental conference.
09/00-10/01	<b>University of California Berkeley Behavioral Neuroscience, <i>Research Apprentice</i></b> <i>Supervisor: Seth Roberts, Ph. D.</i> Optimized recruitment and data collection procedures. Evaluated outcomes of behavioral intervention strategies for sleep disorder patients. Produced reports for research team.
09/00-06/01	<b>University of California Berkeley Institute of Social/Personality, <i>Research Assistant</i></b> <i>Supervisor: Oliver John, Ph. D.</i> Organized research team tasks for a large-scale longitudinal clinical depression treatment outcome study. Produced progress reports to finding agencies. Conducted data analyses using SPSS.
08/99-06/00	<b>University of California, Berkeley Institute of Human Development, <i>Research Assistant</i></b> <i>Supervisor: Steve Hinshaw, Ph. D.</i> Administered neuropsychological assessments and standardized interview protocols for youth with Attention Deficit Hyperactivity Disorder. Conducted data analyses using SPSS. .
01/00-05/00	<b>University of California, Berkeley Cognitive Psychology, <i>Undergraduate Researcher</i></b> <i>Supervisor: William Prinzmetal, Ph. D.</i> Designed a variation of the Posner Task to examine attention and executive functions in college students. Led recruitment and data collection for 20 subjects. Managed study database and completed monthly research reports based on study findings.

## TEACHING EXPERIENCE

08-10-present	<b>Pepperdine University Graduate School of Psychology, <i>Tenured Associate Professor</i></b> Active as a tenured associate professor in the Graduate School of Education and Psychology at Pepperdine University. Design curriculum, lecture/lesson plans, exams, assignments, and evaluation/grading criteria for doctoral level cognitive assessment course, social bases of behavior course, and statistics and methods course; and masters level psychopathology course, behavioral management course, capstone scientific writing and research course, and social psychology course. Spearhead development of capstone Masters of Arts course integrating research methods and clinical service work to guide student production of a critical literature review and grant proposal. Direct development of social psychology course across the department as course coordinator. Participate in the following University committees: PsyD Doctoral Program Student Selection Committee; Masters (MA, MFT) Program Curriculum Committee; Doctoral Program Curriculum Committee; Diversity Council; Rank, Tenure, and Promotion Committee; Student Learning Outcomes Committee; Diversity Officer of GSEP; Faculty Sponsor for the Asian American Psychological Student Association; and the Pepperdine Iranian Psychology Student Association. Directed doctoral and master student research and chaired over twenty students dissertations to date. Preside as co-examiner of advanced doctoral student clinical comprehensive exams required for clearance to clinical internship. Received excellent feedback
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	from students on end-of-course written evaluations, with ratings averaging between 4.3 and 5 for all criteria (on a scale of 1-5, 1 = low and 5 = high).
08-09-09/09	<b>University of California Los Angeles Department of Psychology, Course Instructor</b> Created curriculum, lectures/lesson plans, exams, assignments, and evaluation/grading criteria for an accelerated upper division developmental psychology course of 56 students. Implement all lectures and used innovative teaching techniques including use of video, audio, and internet-based media, games, demonstrations, role-play activities, and real-world applications. Supervised 2 doctoral teaching assistants, conducted observations of their discussion sections, and provided feedback to reinforce their accomplishments and recommend areas for improvement. Advised students needing additional academic assistance, facilitated exploration of possible career paths post college. Received excellent feedback from students on end-of-course written evaluations, with ratings averaging between 8 and 9 for all criteria (on a scale of 1-9, 1 = low and 9 = high).
01/06 – 06/06	<b>San Diego State University Department of Psychology, Course Instructor</b> <i>Supervisor: Elizabeth Klonoff, Ph. D.</i> Designed curriculum, lectures/lesson plans, exams, assignments, and evaluation/grading criteria for an upper division Statistics for Psychology course of 25 students. Delivered all lectures using meaningful ways to relate statistical analyses to real-world applications and datasets. Simplified learning of complex statistical concepts and utilized repetition and variety to ensure student mastery of material. Supported student learning through creation of periodic review sessions, facilitation of study groups, and orchestration of monthly individual feedback meetings. Received excellent feedback from students on end-of-course written evaluations, with ratings averaging between 4.5 and 5 for all criteria (on a scale of 1-5, 1 = low and 5 = high).
08/05 – 12/05	<b>San Diego State University, Department of Psychology, Teaching Assistant/Guest Lecturer</b> <i>Supervisor: May Yeh, Ph. D.</i> Created exam questions for two midterms and a final exam and developed evaluation criteria for an upper division developmental psychopathology course of 80 students. Innovated review guides for exams based on scaffolding principles and spearheaded three review sessions. Designed and implemented two lectures on attention deficit hyperactivity disorder and autistic spectrum disorders. Focused student learning by providing academic assistance and tutoring sessions outside of class. Received excellent feedback from students on end-of-course written evaluations, with ratings averaging between 4.2 and 5 (on a scale of 1-5, 1 = low and 5 = high).
06/01 – 08/01	<b>Lincoln Child Center Special Education Day School – Oakland, CA, Instructional Associate</b> <i>Supervisor: Monica Guerrero</i> Directed academic planning and formulated individualized curriculum for Math, Science, and Visual Arts, and developed evaluation criteria for 50 special education students. Taught special education and emotionally disturbed (ED) children age 6-12, developed progress reports on students' academic performance, and informed school personnel and parents of learning outcomes. Determined and measured academic benchmarks with the goal of mainstreaming appropriate students to public high schools in accordance with least restrictive setting guidelines.

## **BRIEF SUMMARY OF CLINICAL QUALIFICATIONS AND EXPERIENCE**

Licensed clinical psychologist in the state of California, American Board of Professional Psychology Diplomate, and National Board of Forensic Evaluators Diplomate with over 18 years of clinical training and experience through a combination of formal education, specialized training protocols, practicum and internship placements, specialty fellowship placement, inpatient hospitals, outpatient clinics, school-based treatment initiatives, and private practice.

Provide clinical services as a forensic and/or neuropsychological evaluator and oversight on evidence-based protocols to multiple national organizations, including National Institute of Mental Health's Community Partners in Care Project (2008-2011), Center for Disease Control's Legacy Project (2011-2015), the Department of Mental Health Los Angeles (2011-present), Kaiser Permanente (2013-present), Promises Treatment Center

(2013-present), Bridges to Recovery (2011-present), Clearview Treatment Centers (2012-present), and Pure Recovery California (2016-present). Appointed as Expert Witness in Psychology in a variety of civil and criminal legal proceedings. Received Board Approved Evaluator status for a variety of Professional Boards.

Conduct a variety of assessments including psychodiagnostic, neuropsychological, and psychoeducational testing used in forensic and treatment settings. Emphasize state of the art, psychometrically validated, empirically supported, best practices protocols in all evaluation plans. Continual development of expertise pertaining to forensic and neuropsychological evaluations include traumatic brain injury, dementing disorders, complex diagnoses, board actions and professional licensing disputes, emotional damages, child custody and the capacity to adequately parent a minor child, cognitive and psychological fitness for duty for professional careers, impact of sexual and physical abuse/assault, mental and medical personal injury, assessment of psychological state at the time of crime, assessment of fitness to stand trial, malingering and secondary gain issues, and employment discrimination and harassment.

Continual development of intervention specialties include scientifically-driven, evidence-based, solution-focused approaches such as Cognitive Behavioral Therapy, Behavioral Modification, Dialectical Behavioral Therapy, and Acceptance and Commitment Therapy with extensive experience pertaining to complex clients with Dual Diagnoses and Personality Disorders.

<p>08/10-present</p>	<p><b>Private Practice of Dr. Judy Ho, Proprietor and Neuropsychologist/Clinician</b>                  Provide comprehensive assessment/evaluation services for psychoeducational testing and neuropsychological testing for purposes including 1) diagnoses and treatment planning of complex, dual-diagnoses patients, 2) use in school systems including the development of an Individualized Educational Plan (IEP) to qualify for appropriate special education services, 3) disability evaluations, and 4) forensic evaluations, specializing in civic legal proceedings including areas of personal injury/traumatic brain injury, fitness for duty, professional licensing, and other areas of labor and administrative law. Identify and develop opportunities for pro bono work with low-income clients and offered parenting groups services free of charge to families in the Los Angeles community. Prioritize for high quality training in specialty areas such as psychological testing and culturally-appropriate services through continuing education and peer consultations. Deliver empirically supported interventions to youth and adults in individual and group formats.</p>
<p>01/18-present</p>	<p><b>Milestones Ranch Malibu, Consulting Neuropsychologist</b>                  Provide comprehensive clinical assessment services and conduct neuropsychological testing to residential treatment patients at Malibu treatment center. Design and implement individualized assessment batteries for each patient based on clinical intake, records review, and presenting complaints. Create neuropsychological and psychodiagnostic reports for treatment planning, and provide feedback sessions to client and client’s clinical care team. Collaborate in interdisciplinary treatment teams which include nurses, therapists, psychologists, psychiatrists, and administrative staff and provide reports to treatment team and family members.</p>
<p>06/17 – 09/18</p>	<p><b>Center for Professional Recovery, Forensic Psychologist</b>                  Deliver comprehensive diagnostic evaluations for professionals who are struggling with addiction and other mental health issues. Design and implement assessment batteries for each patient based on clinical intake, records review, and presenting complaints. Create neuropsychological and psychodiagnostic reports for treatment planning, reviewed pertinent case files and medical records, conducted interviews with collaterals, and provide feedback sessions to client and client’s clinical care team. Collaborate in interdisciplinary treatment teams which include nurses, therapists, psychologists, psychiatrists, and administrative staff and inform key treatment staff of findings at team meetings.</p>
<p>04/14-present</p>	<p><b>Kaiser Permanente Risk Management, Consulting Evaluation Psychologist</b>                  Provide comprehensive evaluation services to Physicians employed at Southern California Permanente Medical Group to assess cognitive and psychological fitness-for-duty, co-occurring clinical and alcohol/drug issues, and behavioral disruptiveness, occupational and emotional</p>

	<p>functioning, and risk management. Design and implement individualized assessment batteries for each physician based on clinical intake, records review, and presenting complaints, and consults with Kaiser Permanente risk management staff and administration. Create behavioral plans and recommendations to physician, Kaiser Permanente’s risk management staff, and Kaiser Permanente’s administration, and facilitate follow-up communication with individuals to ensure transition into recommended services and transition back to work environment once deemed fit for duty.</p>
<p>08/13-08/17</p>	<p><b>Promises Treatment Centers, Forensic Psychologist and Consulting Neuropsychologist</b>          Deliver comprehensive clinical assessment services to Professional Treatments at Promises and Direct Admit residential treatment for drug/alcohol addiction and dual diagnoses patients at the Santa Monica, California center. Design and implement individualized assessment batteries for each patient based on clinical intake, records review, and presenting complaints. Create neuropsychological and psychodiagnostic reports for treatment planning, reviewed pertinent case files and medical records, conducted interviews with collaterals, and provide feedback sessions to client and client’s clinical care team. Collaborate in interdisciplinary treatment teams which include nurses, therapists, psychologists, psychiatrists, and administrative staff and inform key treatment staff of findings at team meetings.</p>
<p>09/11-present</p>	<p><b>Bridges To Recovery, Consulting Neuropsychologist and Primary Therapist</b>          Provide comprehensive clinical assessment services and conduct neuropsychological testing to residential treatment patients at Bel Air, Pacific Palisades, and Santa Monica, California centers. Design and implement individualized assessment batteries for each patient based on clinical intake, records review, and presenting complaints. Create neuropsychological and psychodiagnostic reports for treatment planning, and provide feedback sessions to client and client’s clinical care team. Collaborate in interdisciplinary treatment teams which include nurses, therapists, psychologists, psychiatrists, and administrative staff and provide reports at treatment team meetings. Administer evidence-based cognitive behavioral therapy, dialectical behavioral therapy, and acceptance and commitment therapy to clients as primary therapist four times a week while they are active in treatment.</p>
<p>05/11-09/15</p>	<p><b>Center for Disease Control, Legacy for Children™, Neuropsychological Assessment Field Data Collection Trainer and Fidelity/Quality Assurance Supervisor</b>          Created and spearheaded training program for field research associates and supervise follow-up data collection for Legacy for Children™, a dual-site evidence-based program whose aim is to improve child outcomes by promoting positive parenting among low-income mothers of infants and young children by focusing on parental responsibility, sensitive mother-child relationships, mother’s self-efficacy, and sense of community through parenting group sessions, home visits, and community-building activities. Delivered comprehensive education plans to 8 field assessors collecting neuropsychological/psychoeducational data utilizing the Woodcock Johnson III NU Test of Achievement (WJ-III Ach) and Kaufman Assessment Battery for Children – Second Edition (KABC-II) for the University of California Los Angeles site. Created and implement edcertification protocol and drift testing procedures for Legacy’s 8 Los Angeles field assessors, conducted examinations and provided feedback. Utilized methodical and rigorous approaches to standardizing testing protocol in compliance with Legacy’s other data collection site, University of Miami.</p>
<p>03/12-09/12</p>	<p><b>Vericare, Neuropsychologist and Clinical Psychologist</b>          Delivered clinical services including cognitive behavioral therapy, behavioral management, treatment coordination, and assessment/testing services to long-term residents at various nursing facilities. Designed and implemented individualized assessment batteries for each patient based on clinical intake and records review. Provided evidence-based psychological treatments for individuals with dementia, Alzheimer’s, Parkinson’s, and physical disorders to assist with their transition to long-term care.</p>
<p>08/09 – 10-11</p>	<p><b>Community Partners in Care (CPIC), Cognitive Behavioral Therapy Supervisor/Trainer</b></p>

	<p>Spearheaded cognitive behavioral therapy training to provide evidence-based resources to mental health professionals in Los Angeles. Implemented training/consultation system including in-person seminars, web conferences, and video-assisted telephone training to over 50 clinicians and therapy providers in the Los Angeles community. Systematized assessment procedures for clients with depressive symptoms. Wrote and disseminated “CPIC Therapist Handbook” to streamline development of treatment plan for community mental health providers. Adapted and Edited “CPIC Cognitive Behavioral Therapy Individual Manuals – Provider and Client versions” from original group manuals for use with individual session. Supervised 5 community clinicians at an inpatient alcohol/drug treatment site in direct one-on-one and group consultation meetings, reviewed audiotaped CBT sessions, and utilized standardized evaluation forms to assess progress, facilitate feedback, and suggested areas for further training..</p>
<p>06/08 – 08/09</p>	<p><b>REACH-New Orleans Louisiana (REACH-NOLA), Cognitive Behavioral Therapy Trainer</b> <i>Supervisor: Jeanne Miranda, Ph. D., Ken Wells, M. D.</i></p> <p>Accomplished dissemination of evidence-based treatments for depression and anxiety to local community mental health leaders in New Orleans, LA. Supervised therapists’ implementation of manualized cognitive behavioral treatment via video/audio assisted consultations. Increased inter-agency collaboration among local health/mental health providers. Designed and presented cognitive behavioral training seminars for over 300+ local health providers in the New Orleans community.</p>
<p>07/06 – 07/07</p>	<p><b>University of California San Diego Eating Disorders Program, Psychology Intern and Trainer</b> <i>Supervisor: Elise Curry, Psy. D.</i></p> <p>Provided Cognitive Behavioral Therapy, Dialectical Behavioral Therapy, Art Therapy, Mindfulness Therapy, and Acceptance Commitment Therapy, Maudsley Therapy, and Systemic Therapy to individuals, families, and groups in an intensive outpatient program for eating disorders. Developed treatment plans and directed assessment and evaluation of treatment outcomes and discharge planning. Administered intake interviews, psychoeducational testing, and psychodiagnostic assessments. Supervised 4 doctoral level practicum students on psychological testing protocols and instruments. Presented clinical cases in university “Grand Round” seminars.</p>
<p>07/06 – 07/07</p>	<p><b>University of California San Diego Child and Adolescent Psychiatric Services, Psychology Intern, Neuropsychological Examiner, and Trainer</b> <i>Supervisor: Sandra J. Brown, Ph. D.</i></p> <p>Delivered Solution Focused Therapy, Behavioral Management, Parent Training, Interpersonal Therapy, and Cognitive Behavioral Therapy, and Motivational Interviewing to individuals, families, and groups in an inpatient psychiatric facility for youth age 5-18. Conducted intake interviews, standardized psychoeducational testing, and psychodiagnostic assessments. Orchestrated treatment planning and coordinated referrals for youth with Mood Disorders, Anxiety Disorders, Schizophrenia, drug and alcohol addiction disorders, and Suicidal History. Supervised five psychology externs in assessment and therapeutic techniques for youth with severe psychopathology.</p>
<p>07/05 – 07/06</p>	<p><b>UCSD Child/Adolescent Psychiatric Services, Extern Therapist/Neuropsychological Examiner</b> <i>Supervisor: Sandra J. Brown, Ph. D.</i></p> <p>Produced 12 complete neuropsychological assessment reports for youth inpatients with Axis I Disorders, Autism, Academic and Social Difficulties, and mild mental retardation. Developed individualized assessment evaluations to optimize treatment plan development and follow-up care recommendations. Implemented standardized psychoeducational testing, psychodiagnostic assessments, and behavioral observation systems. Facilitated group therapy sessions and supported activity programming for youth age 5-18.</p>
<p>07/04 – 07/05</p>	<p><b>Children’s Hospital San Diego Developmental Behavioral Pediatrics Clinic, Extern Therapist and Neuropsychological Evaluator</b> <i>Supervisors: Martin Stein, M. D., and Tia Hubbard, M. D.</i></p>

	<p>Led psychotherapy arm of an interdisciplinary treatment team working with youth age 5-17 with emotional/behavioral problems including Autism, Aspergers Disorder, Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Conduct Disorder, Depression, Anxiety, and Phobias. Conducted neuropsychological and behavioral assessments, behavioral observations, cognitive behavioral therapy, parent management training, and behavioral modification for youth and families. Streamlined psychological intake assessment procedures and produced clinic assessment guide for therapists.</p>
07/04 – 07/05	<p><b>University of California San Diego Perlman Ambulatory Clinic, <i>Extern Therapist and Neuropsychological and Psychoeducational Evaluator</i></b>  <i>Supervisor: Ellen Heyneman, M. D.</i></p> <p>Established psychological services in a family medicine clinic for youth seeking treatment for both medical and emotional/behavioral problems including academic difficulties, Learning Disorders, Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder, Mood Disorders, and Anxiety Disorders. Implemented solution focused therapy, cognitive behavioral therapy, behavioral management, and parent training to youth and families. Coordinated comprehensive care plans with patient's primary physician and other care providers. Directed school behavioral observations and recommended classroom modifications to teachers.</p>
09/02-05/05	<p><b>University of California, San Diego Sleep Disorders Clinic, <i>Neuropsychological Examiner</i></b>  <i>Supervisor: Barton Palmer, Ph. D.</i></p> <p>Implemented neuropsychological testing and evaluated longitudinal cognitive functioning of 25 geriatric patients with sleep apnea. Identified major declines in cognitive skills and daily functioning and informed study personnel, research participants, and their families of results. Presented assessment findings to treatment planning team to aid decision making.</p>
07/03 – 07/04	<p><b>San Diego State University Psychology Clinic, <i>Extern Therapist</i></b>  <i>Supervisors: Vanessa Malcarne, Ph. D., and Rick Schulte, Ph. D.</i></p> <p>Delivered cognitive behavioral therapy, solution focused therapy, interpersonal therapy, behavioral management, parent training, and motivational interviewing for individuals (youth and adults), couples, families, and groups. Developed treatment plans and coordinated follow-up care for clients with Mood Disorders, Anxiety Disorders (e.g., Obsessive Compulsive Disorder, Selective Mutism), Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorders, Eating Disorders, Substance Abuse Disorders, relationship difficulties, and academic problems.</p>
10/01-08/02	<p><b>Lincoln Child Center - Oakland CA, <i>Mental Health Resource Specialist/Milieu Therapist</i></b>  <i>Supervisor: Tracy Chapman, Ph. D.</i></p> <p>Developed individualized treatment plans and implemented behavioral management, conflict management, and social skills training to Emotionally Disturbed (ED) children ages 4-18 in a residential treatment center. Designed classroom modifications and planned follow-up care to help mainstream patients into less restrictive settings and public schools.</p>
05/00-09/00	<p><b>Quest Camp, <i>Facilitator/Counselor</i></b>  <i>Supervisor: David Watt, Ph. D.</i></p> <p>Directed programming of daily activities aimed at increasing social and academic skills for children ages 5-17 with mild-moderate emotional/behavioral problems in summer camp. Implemented social skills training, behavioral management techniques, and play therapy to youth in group sessions. Designed follow-up programs for youth and families and adapted successful therapeutic techniques for use at home and school. Directed teams of 3-6 counselors to deliver therapeutic interventions to youth. Provided social support to families via in-person and phone consultations.</p>
06/99-06/00	<p><b>Hinshaw/Zupan ADHD Summer Program, <i>Counselor</i></b>  <i>Supervisor: Stephen Hinshaw, Ph. D.</i></p> <p>Managed and organized an after school program for children ages 6-12 with ADHD. Structured classroom environment and utilized behavioral management techniques to increase positive behaviors and improve academic functioning. Collected and analyzed quantitative and qualitative behavioral observation data to assess baseline and longitudinal functioning of children ages 6-12 with ADHD.</p>

## SELECTED LIST OF FORENSIC EXPERIENCE

Available upon request with case numbers and details of retainer (type of case, plaintiff or defense).

## OTHER RELEVANT PROFESSIONAL EXPERIENCE

10-16 - present	<p><b>Faculty Association of Graduate School of Education and Psychology (GSEP), <i>President (2017-present), Vice President and President-Elect (2016-2017), and Member of Executive Committee (2016-present)</i></b></p> <p>Provide a forum for the development, maintenance, and improvement of GSEP within the framework of the University mission statement. Facilitate enhancement of faculty morale and improvement of communication among GSEP faculty members and the administration at all levels within the University. Coordinate cooperation within GSEP and the balance of the University; to provide an opportunity for members of the faculty to express their opinions on matters of University policy. Led initiatives as sponsoring group for GSEP organizations not expressly set forth elsewhere within GSEP. Formulate, evaluate, and recommend policies to administration. Communicate opinions of the association to executive leadership of the University.</p>
08-12 - present	<p><b>American Board of Professional Psychology, <i>Chair, Exam Committee (10/16 – present) Member, Exam Committee (08/12 – present)</i></b></p> <p>Oversee the written and oral exam process and communicate with central ABPP office, applicants, and review committees to ensure a systematic, fair, and thorough evaluation process of the board certification process. Lead written and oral exams and provide oversight and direction on the review of written materials for the American Board of Professional Psychology diplomate applicants. Systematize review of applicant materials and provide guidance and consultation to the American Board of Professional Psychology regarding whether applicants should be moved onto the next phase of the certification process. Emphasize specialty training requirements, clinical experience, research experience, and ethical guidelines to evaluate the readiness and appropriateness of applicants for specialty certification in Clinical Child and Adolescent Psychology.</p>
08-09- present	<p><b>STAGES Project, <i>Founder and Executive Director</i></b></p> <p>Spearhead the development of a non-profit youth Theater/Performing Arts program to foster creativity, promote artistic exploration, and develop positive communication in children aged 9-12. Design curriculum, syllabus, and individual lesson plans using novel techniques involving media, experiential activities, games, and demonstrations. Coordinate program conceptualization, administration, and roll-out with Santa Monica Unified School District personnel. Design adjunctive research and assessment component to evaluate youth academic, social, and health outcomes of participating in this program. Develop grant proposals to obtain funding for future program expansion. Filed for 501(c) July 2012.</p>
01/07 – 12/09	<p><b>National Postdoctoral Association Board of Directors, <i>Treasurer and Executive Committee</i></b></p> <p>Achieved a surplus in the General Operating Budget by end of fiscal year 2009 for a non-profit organization which serves the U. S. postdoctoral community, turning around a 3-year organizational history of deficit spending from 2004-2007. Directed and oversaw all activities of the organization as a member of the Board of Directors. Supervised staff and provided consultation for organization's mission as Executive Committee member. Created and Revised General Operating Budget for fiscal year 2008, 2009, and 2010. Revamped financial bookkeeping system to increase transparency of cash flows and facilitate accountability. Produced and presented monthly financial reports to Board of Directors and prospective funders. Implemented cost-cutting strategies, managed fundraising efforts, and innovated original income streams to promote organization's financial sustainability. Led Finance Committee in key fiscal decisions and supervised two staff members.</p>

08/07 – 12/09	<p><b>Association of American Medical Colleges Group on Graduate Research, Education, and Training (GREAT), <i>Postdoctoral Representative</i></b></p> <p>Completed program development of 2009 Annual Meeting to provide professional development to the faculty and administrative leaders of biomedical PhD, MD, and postdoctoral programs. Evaluated national and local policy developments that affect the recruitment and retention of new scientists and provided direction on these issues to administrative leaders. Communicated and coordinated overlapping efforts between GREAT and National Postdoctoral Association (NPA) to serve U. S. post-doctorates. Advocated for national standardized postdoctoral training guidelines and revised the “NPA Postdoctoral Competencies” document, a collaborative effort of GREAT and NPA.</p>
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## SERVICES

### Advisory and Examination Boards

2018- pre	Erasing Families Documentary, Board of Advisors
2016- pre	American Board of Professional Psychology, Examination Board Chair
2015- pre	Human Trafficking Legal Network Non-Profit Organization, Board of Directors
2012- pre	American Board of Professional Psychology, Examination Board Member
2014	Linked Wellness, Advisory Board
2014	Larry King/Goode, Advisory Board

### Review Activities

2011- pre	Psychological Trauma: Theory, Research, Practice, and Policy, Reviewer
2014	SAGE Open, Article Editor
2009	Journal of Clinical and Consulting Psychology, Reviewer
2009	Biomed Central Public Health, Reviewer
2008	Journal of Child and Adolescent Psychology, Reviewer
2007	Archives of General Psychiatry, Reviewer
2006	Journal of Social Science and Medicine, Reviewer

### Professional Committees

2017- pre	Pepperdine University Planning Committee, Member
2017- pre	Pepperdine University GSEP Faculty Association, President
2015- pre	Pepperdine University Graduate and Professional Schools Institutional Review Board, Chair
2015- pre	Pepperdine University GSEP Hiring Committees (Various Positions), Member and Chair (2016)
2010- pre	Pepperdine University GSEP Faculty Association, President (2017), Vice President and President Elect (2016)
2013- pre	Pepperdine University Student Life Committee, Member
2010- pre	Pepperdine University Doctoral Program in Psychology Student Selection Committee, Member

2010-pre	Pepperdine PsyD Program Curriculum Committee, Member
2010-pre	Pepperdine Masters Program Committee, Member
2010-pre	Pepperdine Graduate School of Education and Psychology Diversity Council, Member
2011-13	Pepperdine Graduate School of Psychology Student Learning Outcomes Committee, Member
2010-13	Pepperdine Rank, Tenure, and Promotion Committee, Member
2005-06	SDSU/UCSD Psychology Joint Doctoral Program Faculty Search Committee, Member
2004-06	SDSU/UCSD Psychology Joint Doctoral Program PhD Student Selection Committee, Member

**Leadership on Professional Associations**

2011-pre	Faculty Advisor, Asian American Psychology Student Association, Pepperdine University
2011-pre	Faculty Advisor, Pepperdine Iranian Student Psychological Association, Pepperdine University
2011-12	Diversity Officer, Pepperdine Graduate School of Education and Psychology
2009-12	Edgemar Center for the Arts Child Non-Profit Arts Program, Chair
2007-09	National Postdoctoral Association Board of Directors, Executive Committee and Treasurer
2007-09	American Association of Medical Colleges GREAT Committee, Member
2007-09	University of California Council of Postdoctorate Scholars, UCLA Representative
2007-09	UCLA Society of Postdoctoral Scholars, Executive Board Member and External Relations
2006-08	Western Psychological Association, Graduate Student Representative
2006-08	SDSU/UCSD Psychology Joint Doctoral Program, Student Mentor
2005	Council of University Directors of Clinical Programs, Conference Facilitator
2004	SDSU/UCSD Psychology Joint Doctoral, Program Annual Meeting Coordinator
2004	SDSU Summer Reading Program, Leader
1998-01	UC Berkeley Artists in Resonance Co-Ed A-Capella Group, Director
1999-01	UC Berkeley Cooperative Center FCU, Treasurer
1999-00	Student to Student Peer Counseling, Program Trainer

**AFFILIATIONS**

2006-pre	American Psychological Association, Member
2011-pre	American Board of Professional Psychology Examination Board Chair (2016-present), Examination Board (2011-pre) and Member
2019-pre	American Board of Pediatric Neuropsychology, Board Diplomate Membership Committee Chair, Finance Committee Member
2015-pre	National Board of Forensic Psychology, Member
2016-pre	National Academy of Neuropsychology, Member
2016-pre	International Neuropsychological Society, Member
2016-pre	Society for Clinical Psychology, APA Division 40, Member
2015-pre	American Psychology-Law Society, APA Division 41, Member



2014-pre	Human Trafficking Legal Network, Board of Directors
2011-pre	Academy of Magical Arts, Associate Member
2014-16	Forensic Expert Witness Association Member
2011-15	International Organization of Social Sciences and Behavioral Research, Member
2011-12	Southeastern Psychological Association Member
2009-13	Edgemar Theatre Group, Child Non-Profit Arts Program Chair
2004-12	American Psychological Society, Member
2004-12	Western Psychological Association, Member
2007-09	National Postdoctoral Association, Treasurer, Executive Committee Member, Board of Directors
2007-09	UCLA Postdoctoral Association, Executive Board Member

**PROFESSIONAL DEVELOPMENT**

List of continuing education highlights and certificate programs (completed and in progress) upon request.

**SPECIAL SKILLS**

Mandarin: fluent speaking, reading, and writing; Cantonese, Taiwanese: proficient reading and writing.  
 Spanish: basic/conversational speaking skills, proficient reading and writing.  
 Musician: pianist (33+ years), violinist (10+ years), singer (21+years), composer (10 years). Dancer: Hip Hop (8 years), Jazz (4 years). Flying Trapeze Enthusiast (8 months of study, Level 4 of 5 Flyer) and Magician (2 months of study).