Curriculum Vita

Mark Raymond McGowan, Ph.D.

Indiana University of Pennsylvania
Department of Psychology
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Education

Ph.D. Northern Arizona University – Flagstaff, AZ in Counseling Psychology.

M.A. Northern Arizona University – Flagstaff, AZ in School Psychology.

B.S. Pennsylvania State University – State College, PA in Psychology.

Professional Experience

Indiana University of Pennsylvania, *Professor*
August, 2008 - Present
Duties include instruction of classes at the graduate and undergraduate level in the department of psychology. Graduate teaching focuses on core courses offered in the clinical psychology, educational psychology, and school psychology programs. The clinical psychology program is APA accredited and the school psychology programs are NASP approved. Previous administrative duties have included serving as program coordinator, director of the university-based training clinic, and serving on numerous university, college, and departmental committees.

Independent Private Practice, *Licensed Psychologist*
August, 2009 – Present
Maintains an independent private practice providing psychological services to children, adolescents, and adults. Services include provision of psychological and psychoeducational assessments and psychotherapy for individuals, couples, and families.

Professional Experience *(continued)*

Western Psychiatric Institute and Clinic/UPMC, *Psychology Resident*
October, 2007 – July, 2008

Under the supervision of a licensed psychologist, clinical duties were preformed within the Center for Psychiatric and Chemical Dependency Services, which specializes in providing addiction medicine services for individuals with comorbid substance use and psychiatric diagnoses. This position provided outpatient supports to adolescents and adults participating in Partial Hospitalization, Intensive Outpatient, Outpatient, and Aftercare programs. Clinical activities included assessment as well as individual, family, and group therapies. In this position, I served as lead therapist and coordinator of the Partial Hospitalization Program. Research activities include participation as a therapist for a grant funded project through the Clinical Trials Network to explore treatment efficacy of psychopharmacological and cognitive behavioral therapy interventions for adolescents diagnosed with co-occurring attention deficit hyperactivity disorders and substance use disorders. Additionally, duties include coordination of a research project exploring the use of contingency management strategies to improve treatment compliance in outpatient substance dependency programs.

Flagstaff Medical Center, *Pre-Doctoral Intern*
August, 2006 – August, 2007

This placement provided a 2000-hour internship in behavioral medicine needed for completion of Ph.D. in counseling psychology. Clinical activities in Behavioral Health Services at FMC function within both inpatient and outpatient settings. Although housed within Outpatient Behavioral Health, my duties included providing consultation and assessment services to the Psychiatric Inpatient Unit on a regular basis. This role served as a primary clinician for an Intensive Outpatient Program for adjudicated youth with substance abuse and dependence issues. Duties at the hospital also included facilitating adolescent therapy groups, providing individual and family therapy, facilitating support groups for pre- and post-surgery cardiac patients, conducting substance abuse assessments and treatment with adjudicated youth, pre-surgery evaluations for bariatric patients, cognitive and personality assessment, as well as program evaluation and development. My research project focused on the use of the MMPI-2 Restructured Clinical Scales for bariatric pre-surgery psychological evaluations.

Northern Arizona University, *Part-time Faculty*
June, 2005 – December, 2006

Duties included instruction of graduate level courses for students working to acquire Master of Arts degrees in community counseling or human relations as well as Doctoral degrees in Counseling or School Psychology within the Department of Education. As primary instructor, courses emphasized skill development in group psychotherapy and psychological assessment.

Professional Experience *(continued)*

Educational Assessments P.C., *Co-founder, President*
January, 2004 – January, 2008
Arizona based consulting and contracting Professional Corporation specializing in the delivery and coordination of special education services to educational agencies. Primary responsibilities include contractual negotiations, account management, hiring, training, case consultation and direct service provision.

Paradise Valley Unified School District, *School Psychologist*
August, 2000 – May, 2006
Duties included serving as a school-based resource for students, parents, and staff for educationally based intervention, consultation, and assessment. Responsibilities also included administrative oversight of the school-based student study teams, coordination of special education placements, and monitoring compliance with state and federal guidelines. In addition to the duties outlined within the job role, an addendum was received for serving as a member of the district Threat Assessment Team, which provides both consultative and assessment services district wide.

Institute for Human Development, *Research Technician, American Indian Rehabilitation Research and Training Center*
August, 1998 - July, 1999
Served as research assistant for grant funded program tasked with the development of innovative approaches for vocational screening, individualized employment planning, and job placement for American Indians and Alaska Natives with learning disabilities (LD), depression, Fetal alcohol syndrome (FAS), or Alcohol-Related Neurodevelopmental Disorders (ARND). Duties included literature review and management, data collection, data base development, data analysis, and development of publications and training seminars in accordance with grant guidelines.

Division of Developmental Disabilities, *Support Coordinator/Foster Care Caseworker*
January, 1997 – July, 1998
Duties included working with children and adults with developmental disabilities and their families in a case management capacity that included service assessments, appropriation, and allocation in accordance with state and federal mandates. Foster Care duties included oversight of foster care placements, court reports, and facilitation of the adoption process.

Teaching Experience

Course Prefix	Title of Course	Institution
EDSP 102	Educational Psychology	IUP
EDSP 376	Behavior Problems	IUP
EDSP 378	Learning	IUP
EDSP 624	Social and Emotional Needs of Gifted Learners	IUP
EDSP 745	Crisis Intervention and Psychological Counseling	IUP
EDSP 747	Psychology of Human Development	IUP
EDSP 755	Practicum	
EDSP 811	Introduction to School Psychology	IUP
EDSP 812	Assessment for intervention I	IUP
EDSP 863	Assessment of Personality and Behavior	IUP
EDSP 849	Advanced Practicum and Supervision	IUP
EDSP 852	Internship	IUP
EDSP 911	Legal and Ethical Principles in School Psychology	IUP
EDSP 942	Neuropsychology of Children's Learning Disorders	IUP
EDSP 945	Clinical Supervision in Psychology	IUP
EDSP 949	Advanced Practicum and Supervision	IUP
EDSP 952	Internship	IUP
EDSP 978	Family Services for School-Related Problems	IUP
PSYC 450	Introduction to Counseling Skills	IUP
PSYC 460	Senior Seminar in Psychology	IUP
PSYC 920	Professional Issues in Psychology I	IUP
PSYC 921	Professional Issues in Psychology II	IUP
PSYC 922	Professional Issues in Psychology III	IUP

Teaching Experience *(continued)*

Course Prefix	Title of Course	Institution
PSYC 971	Adult Clinic	IUP
PSYC 973	Assessment Clinic	IUP

Dissertation Advisement

Chairperson

Biss, J. (In Process). A comparison of full-scale IQ scores obtained by paper versus digital administration methods of the WISC-V to individuals with Intellectual Disabilities.

DiMiceli, J. (2019). A comparison of processing speed performance obtained by paper versus digital administration methods of the WISC-V. Indiana University of Pennsylvania.

Haugh, E. (2017). Examining the role of orthographic coding ability in elementary students with previously identified reading disability speech or language impairment, or comorbid language and learning disabilities. Indiana University of Pennsylvania.

Hollins, N. (2015). Family-school relationships of caregivers of children with incarcerated parents. Indiana University of Pennsylvania.

Kass, F. (2017). An examination of the relationship between supervision and self-efficacy in early career school psychologists, school psychology interns, and practicum students. Indiana University of Pennsylvania.

McClure, B. (2016). Investigation of CASEL SELect programs with minority students from high-poverty communities. Indiana University of Pennsylvania.

McKenzie, G. A. (2016). Intensive and systematic training in working memory: Does it have validity for improving reading comprehension? Indiana University of Pennsylvania.

Morris, J. (In Process). Psychoeducational assessment of ADHD: The relationship between social-emotional functioning and academic functioning on parent-teacher discrepancies. Indiana University of Pennsylvania.

O'Connell, B. (2015). Personality and demographic differences among RTI and Cognitive Processing/Neuropsychological Assessment oriented school psychologists. Indiana University of Pennsylvania.

Dissertation Advisement *(continued)*

***Chairperson** (continued)*

Orr, G. (In process). Cross modal binding span and the acquisition of word recognition skills among second language learners. Indiana University of Pennsylvania.

Stern, A. B. (2019). An analysis of Connecticut return-to-learn policies. Indiana University of Pennsylvania.

Weed, L. (2013). The influence of supervision on school psychologists' sense of self-efficacy. Indiana University of Pennsylvania.

Member

Kutz, R. D. (2014). Social Roles as mediating factors on the effect of gains and losses on treatment outcome. Indiana University of Pennsylvania.

Lack, L. M. (2019). A Psychometric Analysis of the School Safety Survey. Indiana University of Pennsylvania.

Stumpf, B. (2015). Giftedness: Conceptualizations and Identification Practices of School Psychologists. Indiana University of Pennsylvania.

Whitner, E. (2012). Exploring Writing Accuracy and Writing Complexity as Predictors of High-Stakes State Assessments. Indiana University of Pennsylvania.

Major Presentations

*Sherretts, K., Lucas, L., Morris, J., Hennessey, J., & McGowan, M. (2022, February). *Internalizing and externalizing behaviors in ADHD*. A poster presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

*Bosley, R., Chalk, R., Hennessey, J., & McGowan, M. (2020, November). *Concurrent and discriminant validity of the CPT3 and WRAML2*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA. https://www.aspponline.org/2020_poster_presentations.php

*Morris, J., Panicucci, S., Hennessey, J., & McGowan, M. (2020, November). *Incremental validity of continuous performance tests in ADHD*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA. https://www.aspponline.org/2020_poster_presentations.php

Major Presentations (*continued*)

*Morris, J.W., Bosley, R.D., Hennessey, J.M., & McGowan, M. R. (2019, November). *Psychometric Properties of the Cogmed Working Memory Training Evaluation*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

McGowan, M. R., & Runge, T. J. (2018, October). *School violence: Assessment and management in a MTSS framework.* A workshop presented at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

McGowan, M. R. (2017, June). *School violence: Assessment and management in a MTSS framework*. A workshop presentation at the annual meeting of the Pennsylvania Psychological Association, Bedford, PA.

McGowan, M. R. (2015, February). *School violence: Assessing threats and managing risk*. A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

*Biss, J., & McGowan, M. R. (2015, February). *The SB5 composite score in assessment*. A poster presentation at the annual meeting of the National Association of School Psychologists, Orlando, FL.

McGowan, M. R. (2013, June). *Violence risk assessment and school safety planning: Guidelines for practice.* A workshop presentation at the annual meeting of the Pennsylvania Psychological Association, Harrisburg, PA.

*Linaburg, B., Wick, M., & McGowan, M. (2013, February). *Using the Stanford-Binet-V non-verbal composite score to evaluate gifted and talented learners.* A poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.

*Linaburg, B., Hunter, K., Roche, C., & McGowan, M. (2013, February). *Evaluating the SAVRY's cross-disciplinary validity: A meta-analysis.* A poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.

*Holtzman, D., Coyne, T., Boneshefski, M., Hall, T., & McGowan, M. (2013, February). *Gifted and non-gifted learners: Behavioral, social, and emotional differences.* A poster presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.

McGowan, M. R., (2013, February). *Violence risk assessment and school safety planning: Guidelines for practice.* A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Seattle, WA.

Major Presentations (*continued*)

*Wagner, H., Thompson, T. L., & McGowan, M. R. (2013, February). *Professional roles and collaboration: Exploring the provision of mental health services in schools.* A poster presentation presented at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

*Coyne, T., Boneshefski, M., Hall, T., & McGowan, M. (2012, October). *Multi-informant Ratings of Behavioral and Socio-emotional Characteristics of Gifted Learners.* A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

*Linaburg, B., Hunter, K., Roche, C. & McGowan, M. (2012, October). *Evaluating the generalizability of the Structured Assessment of Violence Risk in Youth.* A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

*Linaburg, B., Wick, M., & McGowan, M. (2012, October). *Using the Stanford-Binet-V non-verbal composite score to evaluate gifted and talented learners*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

McGowan, M. R. (2012, October). *Violence risk assessment in educational settings: An introduction to contemporary practice and research.* A workshop presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

*Wagner, H., Thompson, T. L., & McGowan, M. R. (2012, October). *Professional roles and collaboration: Exploring the provision of mental health services in schools.* A poster presentation presented at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

McGowan, M. R. (2012, February). *Violence risk assessment in educational settings: Reviewing evidence and practice*. A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

*Leed, S., McGowan, M., & Black, L. (2012, February). *Age-based versus grade-based normative comparisons: Implications for specific learning disabilities.* A paper presentation at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

*Flynn, J., Kuncelman, C., Ankerbrand, K., Black, L., & McGowan, M. (2012, February). *Implications of Using Age Based Versus Grade Based Normative Comparisons in grades K-12*. A poster presentation at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

Major Presentations (*continued*)

*Kaas, F., Holtzman, D., Linaburg, B., & McGowan, M. (2012, February). *Exploring the utility of Stanford-Binet composite scores for evaluating giftedness*. A poster presentation at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

*Flynn, J., Kuncelman, C., Ankerbrand, K., Black, L., & McGowan, M. (2011, October). *Implications of Using Age Based Versus Grade Based Normative Comparisons*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

*Holtzman, D., Kass, F., Linaburg, B., Wagner, H., & McGowan, M. (2011, October). *Exploring the utility of the Stanford-Binet 5 composite scores for evaluating gifted and talented students*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

McGowan, M. (2011, June). *Managing violence in schools: Assessment, intervention, and monitoring.* A workshop presentation at the annual meeting of the Pennsylvania Psychological Association, Harrisburg, PA

*Kass, F. & McGowan, M. (2010, October). *Clinical vs. Actuarial Decisions: Assessing Violence Potential Using a Structured Professional Judgment Model*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

*Santoro, K., O'Brien, D., Pucci, A, McGowan, M., & Staszkiewicz, M. (2010, March). *The Structured Assessment of Violence Risk in Youth: A meta-analysis*. A poster presentation at the annual convention of the National Association of School Psychologists, Chicago, IL.

*O'Brien, D., Pucci, A., Santoro, K., Staszkiewicz, M., & McGowan, M. (2009, October). *Weighing the utility of the SAVRY for assessing violence risk in schools*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

McGowan, M. R. (2009, October). *Violence Risk Assessment in Pediatric Populations*. A workshop presentation at the Continuing Education and Ethics Conferences, Pennsylvania Psychological Association, Mars, PA.

McGowan, M. R. (2009, February). *The Role of Violence Risk Assessment in Comprehensive School Safety Plans.* A mini-skills presentation at the annual convention of the National Association of School Psychologists, Boston, MA.

McGowan, M. R. (2008, June). *Violence Risk Assessment in Secondary Education Settings: A Predictive Validity Study*. A poster presentation at the annual meeting of the Pennsylvania Psychological Association and winner of the *2008 Science-Practice Research Poster Award*, Harrisburg, PA.

Major Presentations (*continued*)

McGowan, M. R., Mellott, R. N., & Horn, R. A. (2007, August). *Assessment of violent and non-violent youth in educational settings.* A poster presentation at the annual meeting of the American Psychological Association, San Francisco, CA.

Mitchell, D., McGowan, M., Lilly, K., Martinez, L., Horn, R., & Mellott, R. (2005, April). *An examination of the continued use of the Scientist-Practitioner Model.* A poster presentation at the annual meeting of the Rocky Mountain Psychological Association, Phoenix, Arizona.

Nellis, L., McGowan, M., & Connell, J. (1999, April). *Fetal Alcohol Syndrome: Implications for School Psychologists*. Symposium, Western Psychological Association Irvine, CA.

Pincus, A.L., Dicinson, K.A., McGowan, M. & Layman, B. (1995, March). *Personality & Group Climate.* Paper presentation at the annual meeting of the American Psychological Association, New York, NY.

* Presented with students

Invited Presentations/Consultation

McGowan, M. (2022, April). *Identifying warning behaviors for violence in youth*. Presentation provided during the Indiana County-wide in-service day, Indiana, PA.

McGowan, M. (2019, May). *School Climate: A foundation for promoting school safety and wellness*. Presentation provided to the Indiana League of Women Voters, Indiana, PA.

McGowan, M. (2019, March). *Violence: Assessing and Managing Risk.* Presentation provided during the IASD School Safety Symposium, Indiana, PA.

McGowan, M. (2015, August). *School Climate: A foundation for promoting school safety and wellness*. Presentation provided to ARIN Intermediate Unit 28, Indiana, PA.

McGowan, M. (2015, May). *Violence: Assessing and Managing Risk.* Presentation provided to ARIN Intermediate Unit 28, Indiana, PA.

McGowan, M. (2011, April). *Violence Risk Assessment in Pediatric Populations: Using a Structured Professional Judgment model*. Brown Bag Series hosted by the Department of Psychology, Indiana University of Pennsylvania.

McGowan, M. (2004). *Violence Risk Assessment*. Continuing education program presented to the Northern Arizona Psychological Society, hosted by Northern Arizona University, Flagstaff, Arizona.

Invited Presentations/Consultation *(continued)*

Meehling, O., McGowan, M., Izzarelli, S. (2004). *Violence Risk and Threat Management,* presentation provided to 14 school-based Threat Management Teams within the Phoenix Union High School District, Phoenix, AZ.

Spessard, T., McGowan, M., Izzarelli, S. (2003). *Violence Risk and Threat Management,* presentation provided to 44 school-based Threat Management Teams within the Paradise Valley Unified School District, Phoenix, AZ.

Publications

Works in Process

McGowan, M. R., & Hennessey, J. A. (in press). Assessment of Intellectual Disabilities (ID) and comorbid disorders in children. In J. L. Matson (Ed). *Handbook of Clinical Child Psychology.* Springer International Publishing.

Newsletters and non-refereed publications

McGowan, M. R. (2017). School violence: Learning from our past and shaping our future. *The Pennsylvania Psychologist*, *77*(3), *36-37*.

McGowan, M. R., & Guyett, I. P. R. (2016). Assessing violence risk. *The Pennsylvania Psychologist*, *76*(3), *32-33*.

McGowan, M. R. (2016). The importance of adopting an ecological framework for addressing school violence. *The Pennsylvania Psychologist*, *76*(3), *37-38*.

McGowan, M. R. (2013). Invited addresses and workshops: The 2013 annual convention. *The Pennsylvania Psychologist*, *73*(3), *7*.

Runge, T. J. & McGowan, M. R. (2012). What Is Mental Giftedness in Pennsylvania? *The Pennsylvania Psychologist, 72(8), 20-22.*

McGowan, M. R. (2012). Advocacy applied within an ecological context. *The Pennsylvania Psychologist*, *72*, 11.

McGowan, M. R. (2011). Improving human functioning: Helping clients to understand and manage physical pain. *The Pennsylvania Psychologist*, *71*, 3.

McGowan, M. R. (2010). Ethics workshops: Keeping pace with ethical and legal parameters for practice. *The Pennsylvania Psychologist*, *70*, 15.

Newsletters and non-refereed publications *(continued)*

McGowan, M. R. (2009). Reaching out to early career psychologists. *The Pennsylvania Psychologist*, *69*, 15.

Refereed Journals, Book Chapters, and Monographs

Hennessey, J. A., & McGowan, M. R. (2020). Effects of I.Q. and adaptive behavior on assessment and treatment in dual diagnosis. In J. L. Matson (Ed). *Handbook of dual diagnosis: Assessment and treatment in persons with intellectual abilities* (pp. 77-94). Springer International Publishing. doi: 10.1007/978-3-030-46835-4.

Noltemeyer, A., McLaughlin, C. L., McGowan, M. R., & Johnson, C. (2020). Family responses to school and community mass violence. In K. Bush & C. Price (Eds.). *Families and Change: Coping with Stressful Life Events, Sixth Edition* (pp. 381-395). Thousand Oaks: SAGE Publications.

McGowan, M. R., & Hennessey, J. A. (2019). The role of intelligence tests in the assessment of Intellectual Disabilities. In J. L. Matson (Ed). *Handbook of intellectual disabilities: Integrating theory, research and practice* (pp 367-384). Springer International Publishing. doi:10.1007/978-3-030-20843-1.

McGowan, M. R., & McGowan, C. P. (2018). Biology of Learning Disorders. In E. Braaten (Ed). *The SAGE Encyclopedia of Intellectual and Developmental Disorders* (pp. 944-948). Thousand Oaks: SAGE Publications.

Noltemeyer, A., McLaughlin, C. L., & McGowan, M. R. (2017). Family responses to school and community mass violence. In K. Bush & C. Price (Eds.). *Families and Change: Coping with Stressful Life Events, Fifth Edition* (pp. 269-289). Thousand Oaks: SAGE Publications.

McGowan, M. R., Runge, T. J., & Pederson, J. A. (2016). Using curriculum based measures for identifying gifted learners. *Roeper Review*, *38*, 93-106. doi: http://dx.doi.org/10.1080/02783193.2016.1150376

McGowan, M. R., Holtzman, D. R., Coyne, T. B., & Miles, K. L. (2016). Comparing The Gifted Composite and Full Scale IQ score for evaluating gifted students. *Roeper Review, 38,* 40-49. doi:10.1080/02783193.2015.1112864

McGowan, M., McCloskey, G., Maerlender, A., & Whitaker, J. (2013). Communication Disorders. In A. Davis (Ed.) *Psychopathology of Childhood and Adolescence: A Neuropsychological Approach*. New York: Springer Publishing Co.

Refereed Journals, Book Chapters, and Monographs *(continued)*

McGowan, M. R., Horn R. A., & Mellott, R. N. (2011). The predictive validity of the Structured Assessment of Violence Risk in Youth in secondary educational settings. *Psychological Assessment*, 20, 35-46. doi: 10.1037/a0022304

McGowan, M., McCloskey, G., Maerlender, A., & Whitaker, J. (2011). Neuropsychology of auditory processing disorders. In Andrew Davis (Ed). *Handbook of Pediatric Neuropsychology* (pp. 709-710). New York: Springer Publishing.

McGowan, M. R. (2008). *Violence Risk Assessment in Schools: Exploring the predictive validity of the Structured Professional Judgment Model*. Saarbrucken: VDM Verlag Dr. Muller Aktiengesellschaft & Co.

Horn, R. A., McGowan, M. R., Mitchell, D. R., Mellott, R. N., Lilly, K., & Martinez, L. (2007). A pilot study examining the longer-term stability of the scientist-practitioner model of training. *American Behavioral Scientist*, *50*, 830-841.

LaDue, R.A., Schact, R.M., Tanner-Halverson, P., & McGowan, M. (1999). *Fetal Alcohol Syndrome: A manual to aide in vocational rehabilitation and other non-medical services.* Institute for Human Development, Flagstaff, Arizona.

Grants/Funding Awards

Source		Amount		Date
Indiana Univ. of PA Senate: Fellowship Grant		$6000		2018
Adelphoi Education Services Program Evaluation		$5000		2015
Indiana Univ. of PA Senate: Small Grants		$750		2013
Indiana Univ. of PA Senate: Small Grants		$750		2012
National Register of Health Service Providers in Psychology Credentialing Scholarship		$395		2010
Indiana Univ. of PA Senate: Small Grants		$500		2010
Indiana Univ. of PA Senate: Small Grants		$500		2009

Professional Recognition/Awards

2010 Early Career Psychologist Credentialing Scholarship, National Register of Health Service Providers in Psychology

2008 Science-Practice Research Poster Award, Pennsylvania Psychological Association, 2008 Annual Convention.

Outstanding Doctoral Student of the Year Award 2006-2007, Northern Arizona University, Department of Educational Psychology

Outstanding Master's Student of the Year Award 1999-2000, Northern Arizona University, Department of Educational Psychology

Service

Community and Professional Service

Chair, Board of Directors, Pennsylvania Mountain Care Network (2019 – 2020)
PMCN is an affiliative organization that includes Indiana Regional Medical Center and Punxsutawney Area Hospital.

Secretary, Board of Directors, Indiana Regional Medical Center (2010 – 2020)
The Indiana Regional Medical Center is a 501(c)(3) corporation. This board meets monthly and oversees budgetary, planning, policy, accreditation, and practice initiatives of the Indiana Regional Medical Center. This board is also responsible for the monitoring strategic planning proposals, oversight of hospital management, as well as community advocacy efforts.

Member, Board of Directors, Indiana Healthcare Corporation (2010 – 2020)
This board meets quarterly and provides budgetary oversight and input into the development of strategic planning proposals for the Indiana Healthcare Physician Services group practice organization.

Member, Board of Directors, IRMC Physician Group (2017 – 2020)
This board meets monthly and oversees budgetary, planning, policy, accreditation, and practice initiatives of the Indiana Regional Medical Center Physician Group.

Member, Quality Committee, Indiana Regional Medical Center (2012 – 2020)
This board meets monthly in order to provide strategic direction for hospital practice and safety, promote policies that establish a culture of quality, safety, and excellent care, as well as review and recommend policies to the Board of Directors. This committee also has responsibility for reviewing sentinel events, monitoring patient safety and medical staff quality.

Community and Professional Service *(continued)*

Secretary, Board of Directors, Pennsylvania Mountain Care Network (2015 – 2018)
PMCN is an affiliative organization that includes Clarion Hospital, Indiana Regional Medical Center, and Punxsutawney Area Hospital. PMCN encompasses three hospitals with approximately 2,200 employees, 200 physicians, hundreds of volunteers, an extensive primary care network, urgent care centers, and extensive community services, and a combined net patient revenue of over $220 million.

Member, School Safety & Security Threat Assessment Workgroup, Pennsylvania Commission on Crime and Delinquency (2019 - 2020)
This workgroup provided expertise for drafting Pennsylvania guidelines for assisting local education agencies with meeting the requirements of Act 18 of 2019 as they pertain to the establishment of threat assessment teams.

Member, School Psychology Board, Pennsylvania Psychological Association
(2010 – present) This committee meets to coordinate, disseminate, and discuss issues related to the practice of school psychology in Pennsylvania. Topics include legislative, policy, professional development, and training matters relevant to the field psychology as well as practice of school psychology in the state.

Member, Budget and Finance Committee, Pennsylvania Psychological Association
(2019 – 2022) This committee oversees the budget and financial investments of the organization. Recommendations are made to the PPA Board of Directors.

Member, Board of Directors, Pennsylvania Psychological Association (2015-2017)
This board meets quarterly. Primary responsibilities include being the legislative body for the organization, fiduciary responsibilities over the budget process, and policy development and revision. Serving as the Communication Board chairperson, this elected position has the responsibility of overseeing the overall functioning of the four committees comprising the board; Publications Committee, Electronic Media Coordination Committee, E-Newsletter Committee, and Public Education Committee.

Member, Executive Board, Pennsylvania Psychological Association (2015-2016)
This board meets quarterly. Primary responsibilities include being an administrative agent for the Board of Directors, supervise the Executive Director, and recommend and implement board policy.

Chair, Convention Committee, Pennsylvania Psychological Association (2013- 2015)
This committee meets to coordinate, develop, and manage operations related to Pennsylvania Psychological Association conventions, which includes review and selection of presentation proposals as well as review of attendance and participant satisfaction/evaluation from previous conferences.

Community and Professional Service *(continued)*

Chair, Student Research Poster Awards, Pennsylvania Psychological Association (2012 – 2015) This subcommittee of the Convention Committee reviews proposals for poster presentations submitted by students for the annual convention. Recommendation for admission and awards are made to the convention committee.

Member, Editorial Board, *Journal of School Violence* (2009 – 2015)
Responsibilities include providing feedback to journal editors regarding manuscripts being considered for publication.

Member, Editorial Board, *Psychology in the Schools* (2010 – present)
Responsibilities include providing feedback to journal editors regarding manuscripts being considered for publication.

Member (Ad Hoc), Editorial Board, *International Journal of Forensic Mental Health* (2015 – present) Responsibilities include providing feedback to journal editors regarding manuscripts being considered for publication.

Member (Ad Hoc), Editorial Board, *Gifted Child Quarterly* (2017 – present)
Responsibilities include providing feedback to journal editors regarding manuscripts being considered for publication.

Member (Ad Hoc), Editorial Board, *Criminal Justice and Behavior* (2018 – present)
Responsibilities include providing feedback to journal editors regarding manuscripts being considered for publication.

University and State System Service

Member, Academic Program Review Committee (2020 – present)
Committee members serve as peer reviewers for proposals seeking to establish new programs in any of the Pennsylvania State System of Higher Education (PASSHE) institutions.

Member, Graduate Coordinators Committee – School of Graduate Studies and Research (2009 – 2021)
Meetings coordinated by the School of Graduate Studies and Research with responsibilities for providing input to and gaining direction from the Dean of Graduate Studies regarding university wide initiatives and policies.

Member, University Senate (2009-2013)
This body represents shared governance of the university that is comprised of representatives from administration, faculty, staff, and students. Senate activities include review and recommendation to the president concerning curricular, finance and development, awards, student affairs, and policies.

***University Service** (continued)*

Member, Library and Educational Services Committee (2010-2013)
This body provides input and direction to the Library and Educational services on the IUP campus.

Member, Academic Computer Policy Advisory Committee (2010-2011)
ACPAC recommends policy related to technology in support of the academic mission. These units include but are not limited to: the President, the Provost, the University Senate, the Deans' Council, and the Office of the CIO.

College Service

Member, College of Education and Communications Diversity and Inclusion Standing Committee (2019 – 2021)
Responsibilities include engaging and empowering faculty to effectively prepare students to interact in a diverse and multicultural world. Goals and initiatives are aligned with the COEC Diversity and inclusion action plan.

Member, Graduate Council - College of Education and Communications (2009 – 2021)
Meetings coordinated by the College of Educational and Communications with responsibilities for providing input to and gaining direction from the Dean of COE-TE regarding college wide initiatives and policies.

Departmental Service

Coordinator, School Psychology Specialist Program (2009 – 2021)
Responsibilities include orientation, advisement, scheduling and accreditation for students enrolled in both the M.Ed. in educational psychology and Ed.S. in school psychology. Administration and oversight of graduate assistantships, recruitment, admissions, accreditation as well as monitoring program compliance with state and federal guidelines are also included in this role.

Director, Child Study Center (2015 – 2021)
Responsibilities include management of the university-based clinic. The center is designed to serve as a training facility for graduate students in the school psychology program, provide a service to children, families, and schools, and assist faculty in contributing scholarship to the field of school psychology.

Co-Chair, School Psychology Committee (2009 – 2021)
Responsibilities include monitoring student progress for specialist and doctoral candidates as well as readiness for graduation. Committee business also includes review and recommended revision of program requirements.

Departmental Service *(continued)*

Member, Educational and School Psychology Curriculum Committee (2008 - 2021)
Responsibilities include curricular planning, alignment, and development across undergraduate, specialist, and doctoral courses offered through the Department.

Co-Chair, Departmental Review Board (2008-2009)
Previous responsibilities included reviewing research protocols originating within the department and making recommendations prior to submission to the University Institutional Review Board (IRB)

Licenses/Certifications

Licensed Psychologist PS 016568 (*Pennsylvania*) (2008 – present)
Nationally Certified School Psychologist #33106 (2003 – present)
Registrant, Health Service Psychologist #52923 (2010 – present)