

Charity Brown Griffin, Ph.D., NCSP

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EDUCATION

- 2014** **Doctor of Philosophy**, School Psychology
University of South Carolina, Columbia, SC (APA and NCATE Accredited),
Cumulative GPA 4.0
- 2011** **Master of Arts**, School Psychology
University of South Carolina, Columbia, SC (APA and NCATE Accredited)
Cumulative GPA 4.0
- 2009** **Bachelor of Arts**, Psychology (with Honors)
University of North Carolina at Chapel Hill, Chapel Hill, NC

LICENSURES/ CERTIFICATIONS

- 2015** Licensed Psychologist, North Carolina Psychology Board (License #103133)
2014 Nationally Certified School Psychologist (Certification # 45527)
2014 State of North Carolina Professional Educator's License, School Psychologist (#1171413)

RESEARCH INTERESTS

Using ecological frameworks, my broad research interests include socio-contextual influences on the development of African American children and adolescents, with specific emphasis on how these factors influence educational and psychological outcomes. Specific research interests include:

- Race-related experiences (e.g., racial identity, racial socialization, racial discrimination) and well-being among African American youth
- School engagement among African American children and adolescents

HONORS, AWARDS AND GRANTS

- 2009 – 2014** **African American Professors Program**, University of South Carolina
Doctoral Scholar
Award Amount: \$6,000 summer research funding/annually
- 2013** **Advanced Student Diversity Scholarship**
Student Affiliates of School Psychology and Division 16 of the American Psychological Association
Award Amount: \$1,000
- 2013** **Irwin Hyman and Nadine Lambert Memorial Scholarship**
American Academy of School Psychologists
Award Amount: \$1,000

- 2013** **Student Travel Award Recipient**
American Psychological Association
Award Amount: \$300
- 2013** **Paul E. Henkin Student Travel Grant**
American Psychological Foundation
Award Amount: \$1,000
- 2013** **Frances Degen Horowitz Millennium Scholars Program, Junior Mentor**
Society for Research in Child Development
- 2012** **Southern Regional Education Board (SREB)-State Doctoral Scholars Award,**
Dissertation Fellow
Award Amount: \$20,000 stipend; tuition abatement; \$500 research grant funds
- 2012** **School Psychology Provost Thesis Research Award**
Award Amount: \$250
- 2011, 2012** **Cecil Scott Fellowship, University of South Carolina**
Trustee Fellowship, The USC Graduate School
Award Amount: \$2,500 (each year)
- 2012** **Preparing Future Faculty (PFF) credential, University of South Carolina**
Center for Teaching Excellence, USC Graduate School
- 2012** **Travel Grant Award Winner, Society for Research on Adolescence Biennial**
International Research Conference, University of South Carolina Graduate School
Award Amount: \$500
- 2011** **First place poster winner, University of South Carolina's Graduate Student Day**
Award Amount: \$500
- 2011** **Honorable Mention, American Psychological Association**
Minority Fellowship Program Predoctoral Fellowship
- 2011** **Gamecock Scholars Scholarship, University of South Carolina**
Sponsored by the University of South Carolina Graduate School and the Office of
Research and Graduate Education
Award Amount: \$250
- 2007** **Young Scholars Program, Society for Research on Adolescence**
Undergraduate Scholar
- 2005 - 2009** **Dean's List, University of North Carolina at Chapel Hill**
- 2005 - 2009** **Excellence in Academics Award, University of North Carolina at Chapel Hill**

RESEARCH FUNDING

- 2013** **SPARC: Support to Promote Advancement of Research and Creativity**
Office of the Vice President for Research, University of South Carolina
Proposal Title: *School Racial Climate and the Academic Achievement of African American High School Students: The Mediating Role of School Engagement*
(Award Amount: \$5,000)

- 2012** **National Association of School Psychologists Graduate Student Research Grant Award**, Doctoral Level
 Proposal Title: *Sociocultural Factors and Academic and Psychological Adjustment Among African American Adolescents: A Mixed-Method Approach Examining the Role of School Context*
 (Award Amount: \$1,000)
- 2008** **Professor George V. Taylor Awards for Honors Undergraduate Research**, University of North Carolina at Chapel Hill
 Proposal Title: *Test-Retest Reliability of Achievement Motivation Measures in a Sample of African American Youth*
 (Award Amount: \$480)
- 2007** **Office of Undergraduate Research Grant**, University of North Carolina at Chapel Hill
 Proposal Title: *Race Stereotypes and Self-Perceptions in African-American Youth*
 Award Amount: \$140

PUBLICATIONS (please note: the applicant's maiden name is Brown)

- Metzger, I. W., Cooper, S. M., Ritchwood, T. D., Onyeuku, C., & **Griffin, C. B.** (2016). Profiles of African American College Students' alcohol use and sexual behaviors: associations with stress, racial discrimination, and social support. *The Journal of Sex Research*, 1-12. doi:10.1080/00224499.2016.1179709
- Cooper, S.M., Smalls-Glover, C., Metzger, I., & **Brown, C.** (2015). African American fathers' racial socialization patterns: Associations with and racial identity beliefs and discrimination experiences. *Family Relations*, 64(2), 278-290. doi:10.1111/fare.12115
- Cooper, S.M., White-Johnson, R., **Brown Griffin, C.**, Metzger, I., Avery, M., Eaddy, H., Shephard, C., & Guthrie, B. (2014). Community involvement and reduced risk behavior engagement among African American adolescents: The mediating role of empowerment beliefs. *Journal of Black Psychology*. Published in advance online on June 21, 2014, doi:10.1177/0095798414536225.
- Cooper, S. M., **Brown, C.**, Metzger, I., Clinton, Y., & Guthrie, B. (2013). Racial discrimination and African American adolescents' adjustment: Gender variation in family and community social support, promotive and protective factors. *Journal of Child and Family Studies*, 22(1), 15-29. doi:10.1007/s10826-012-9608-y
- Guthrie, B.J., Cooper, S. M., **Brown, C.**, & Metzger, I. (2012). Degrees of difference among minority female juvenile offenders' psychological functioning, risk behavior engagement, and health status: A Latent profile investigation. *Journal of Health Care for the Poor And Underserved*, 23(1), 204-225.
- Cooper, S.M., Guthrie, B.J, Metzger, I., & **Brown, C.** (2011). Daily hassles and African American adolescent females' psychological functioning: Direct and interactive associations with gender role orientation. *Sex Roles*, 65(5-6), 397-409. doi:10.1007/s11199-011-0019-0
- Brown, C.L.** (2011). Racial socialization and the academic self-esteem of African American adolescents: Racial private and public regard as mediators? *University of South Carolina African American Professors Program Monograph Series*.
- Brown, C.L.** (2010). Test-Retest reliability of achievement motivation-related measures in a sample of African American youth. *University of South Carolina African American Professors Program Monograph Series*.

MANUSCRIPTS IN PREPARATION (in order of completion)

Griffin, C. & Cooper, S.M. (in preparation). School racial climate and the academic achievement of African American high school students: The mediating role of school engagement.

Griffin, C. & Cooper, S.M. (in preparation). School and academic achievement among African American adolescents: Testing a moderated mediation model

Cooper, S.M., **Griffin, C.**, & Avery, M., & Eaddy, H., (in preparation). African American fathers' race-related socialization of their daughters: A qualitative exploration.

Cooper, S.M., **Griffin, C.**, Metzger, I. & Guthrie, B. (in preparation). Community involvement and efficacy among African American adolescents: A developmental assets approach to reducing risk behaviors.

Cooper, S.M. & **Griffin, C.** (in preparation). Racial socialization and the academic ability beliefs of male and female adolescents: Examining the mediating role of racial identity.

SELECTED PRESENTATIONS (*please note: the applicant's maiden name is Brown*)

International Conferences

Brown, C. L. & Cooper, S. M. (2012, March). African American Girls' Academic Outcomes: A Mixed- Method Exploration of Paternal Academic and Racial Socialization. Paper Symposium. Society for Research in Adolescence Biennial Meeting, Vancouver, British Columbia, Canada.

Metzger, I., Cooper, S. M. & **Brown, C. L.** (2012, March). Academic and Racial Socialization Profiles: Associations with African American Adolescents' Academic Outcomes. Poster presentation. Society for Research in Adolescence Biennial Meeting, Vancouver, British Columbia, Canada.

Brown, C. L. & Cooper, S. M. (2011, March). Racial Socialization and the Academic-Esteem of African American Male and Female Adolescents: Private and Public Regard as Mediators? Student Poster Symposium. Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Metzger, I., Cooper, S.M., **Brown, C.**, Avery, M., & Eaddy, H., (2011, March). African American Fathers' Racial Identity and Experiences with Discrimination: Implications for Racial Socialization Practices. Poster Symposium. Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Avery, M., Cooper, S.M., **Brown, C. L.** (2011, March). African American Adolescent Girls' Math and Science Engagement: The Role of Paternal Racial Barrier Socialization. Poster Symposium. Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Domestic and Regional Conferences

Griffin, C.B. (2014, March). School Racial Climate and Academic Achievement Among African American Adolescents: Testing A Moderated Mediation Model. Poster accepted for presentation at the Society for Research in Adolescence Biennial Meeting, Austin, Texas.

- Griffin, C.B.** (2014, February). School-Based Racial Discrimination and Academic Achievement Among African American High School Students. Poster accepted for presentation at the National Association of School Psychologist Annual Convention, Washington, DC.
- Griffin, C.B.** (2013, August). School Racial Climate, School Engagement and Academic Achievement in a Sample of African American Youth. Poster accepted for presentation at the American Psychological Association Annual Convention, Division 16, Honolulu Hawaii.
- Cooper, S.M. & **Griffin, C. B.** (2013, April). Intergenerational Experiences and African American Fathers? Involvement: The Mediating Role of Fathering Ideologies. Paper accepted for presentation at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Metzger, I. W., **Griffin, C. B.** & Cooper, S.M. (2013, April). Culturally Sensitive Prevention Programs Targeting High-Risk Behaviors among African American Adolescents. Poster accepted for presentation at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Bird, J., Kelly, R., Jiang, L. & **Griffin, C. B.** (2013). Enhancing Transitional Support Systems for Youth in Alternative School Settings. Participant Information Exchange Session at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Brown, C. L.** & Cooper, S. M. (2012, March). African American Girls' Academic Outcomes: A Mixed-Method Exploration of Paternal Academic and Racial Socialization. Poster presented at Graduate Student Day, University of South Carolina, Columbia, SC.
- Brown, C. L.** & Cooper, S. M. (2011, April). Racial Socialization and the Academic-Esteem of African American Male and Female Adolescents: Private and Public Regard as Mediators? Poster presented at Graduate Student Day, University of South Carolina, Columbia, SC. First place winner for Social and Behavioral Sciences 1.
- Brown, C. L.** & Cooper, S. M. (2011, March). Racial Socialization and the Academic-Esteem of African American Male and Female Adolescents: Private and Public Regard as Mediators? Poster presented at National Black Graduate Student Association, Columbia, SC.
- Brown, C.L.** & Cooper, S. M. (2010, October). Racial Identity and the Academic Engagement of African American Students: Implications for School Psychology. Poster presented at South Carolina Association of School Psychology, Columbia, SC.
- Brown, C.L.** (2009, April). Test-Rest Reliability of Achievement Motivation-Related Measures in a Sample of African American Youth. Poster presented at North Carolina Psychological Association, Chapel Hill, NC.
- Brown, C.L.** (2009, April). Test-Rest Reliability of Achievement Motivation-Related Measures in a Sample of African American Youth. Poster presented at Honors Program Symposium, University of North Carolina, Chapel Hill, Chapel Hill, NC.
- Brown, C.L.** (2009, April). Test-Rest Reliability of Achievement Motivation-Related Measures in a Sample of African American Youth. Poster presented at Celebration of Undergraduate Research, University of North Carolina, Chapel Hill, Chapel Hill, NC.

RESEARCH EXPERIENCE

Dissertation Research, *“School Racial Climate and the Academic Achievement of African American High School Students: The Mediating Role of School Engagement”*

Department of Psychology, University of South Carolina, Columbia, SC

Chair: Shauna M. Cooper, Ph.D.; Committee Members: E. Scott Huebner, Ph.D., Bret Kloos, Ph.D., Matthew Irvine, Ph.D.

Data were collected from African American high school students located in school districts in the metropolitan area of Columbia, South Carolina. This investigation sought to explore associations among perceptions of school racial climate, varying dimensions of school engagement, and academic achievement among African American adolescent youth for the purpose of delineating points of intervention for youth at risk for academic disengagement. A unique contribution of this study was the examination of cognitive, behavioral and emotional engagement as mediators in relationships between perceptions of school racial climate and academic achievement (grade point average and standardized test scores).

(August 2011 – August 2013)

Defense Date: August 23, 2013

Lab Coordinator, Department of Psychology, University of South Carolina, African American Youth Development Research Lab; Graduate Advisor: Shauna M. Cooper, Ph.D.

Coordinated data collection for several research projects: 1) A mixed-method study exploring demographic and psycho-social correlates (e.g., parenting self-efficacy; fathering ideologies) of African American fathering practices. This investigation linked aspects of fathering to girls’ psychological and school adjustment; Also coded qualitative data for this investigation using NVivo; 2) A study exploring gendered influences on race-specific (e.g., racial pride; racial barrier) and academic socialization practices; and 3) The F.A.M.I.L.Y project, an investigation examining parent-adolescent relationships (father and mother) across the middle school years. Also supervised data collection for undergraduate Magellan Scholar research project focused on African American boy’s perceptions of school, marriage, and family.

(May 2011 – July 2013)

Master’s Thesis Research, *“Racial Socialization and the Academic Self-Esteem of Adolescents: Racial Private and Public Regard as Mediators?”*

Department of Psychology, University of South Carolina, Columbia, SC

Thesis Committee: Shauna M. Cooper, Ph.D.; E. Scott Huebner, Ph.D., Jane E. Roberts, Ph.D.

Examined racial identity (as conceptualized by Sellers and colleagues) as a potential mediator in relationships between racial socialization and academic-specific self-esteem. In particular, this investigation gives specific attention to the mediating roles of private and public regard. Utilized data from a larger cross-sectional study that focused on the familial, peer, and school experiences of African American middle school adolescents.

(August 2009 – May 2011)

Graduate Research Assistant, Department of Psychology, University of South Carolina, African American Youth Development Research Lab; Graduate Advisor Shauna M. Cooper, Ph.D.

Assisted in survey data collection on several research projects including 1) A study exploring contextual stressors (e.g. school/work stress; encounters with racial discrimination; family stress) that may adversely influence youth functioning during the emerging adulthood period as well as culturally-specific and developmentally-appropriate protective factors (e.g., racial identity; social support; coping behaviors). Also assisted in facilitating focus groups for African American fathers that explored socio-demographic factors (e.g. co-parenting relationship; intergenerational influences) associated with African American fathers' parenting ideologies.

(August 2009 – May 2011)

Undergraduate Honors Thesis, “Test-Retest Reliability of Achievement Motivation Measures”Department of Psychology, University of North Carolina at Chapel Hill

Thesis Committee: Beth Kurtz-Costes, Ph.D., Abigail Panter, Ph.D., Ndidi Okeke, Ph.D.

Assessed the two- to three-week test-retest reliability of a subset of the research measures used in the Youth Identity Project. Test-retest reliability was assessed for academic self-concept, causal attributions about success and failure in school, academic race and gender stereotypes, group endorsement attributions about academic outcomes, group competence as compared with other race groups, race centrality, and racial socialization.

(August 2008 – May 2009)

Research Assistant, Department of Psychology, University of North Carolina at Chapel Hill; Advisor: Beth Kurtz-Costes, Ph.D.

Collected child and adolescent data for measures used in the Youth Identity and Adolescent Identity projects, longitudinal studies focusing on racial socialization, racial identity, discrimination, and achievement motivation in African American youth. Transcribed qualitative interviews of African American adolescents discussing their beliefs about race, school, and academic outcomes using ATLAS.ti.

(August 2007 – May 2009)

Research Assistant, Multicultural Academic Opportunities Program (MAOP) Undergraduate Summer Research Internship (SRI), Department of Human Development, Virginia Polytechnic Institute and State University

Advisor: Alison Galway, Ph.D., LMFT

Conducted exploratory research using the life course framework to understand the functional status of clients with dementia who were enrolled in Virginia Tech’s Adult Day Services. Coded data from various assessments, including the Mini Mental Status Exam (MMSE).

(May 2007 – July 2007)

Research Assistant, Science & Math Achievement Resourcefulness Track Program (SMART) Department of Chemistry, University of North Carolina, Chapel Hill

Advisor: Valerie Ashby, Ph.D.

Conducted an independent study on post-polymerization reactions involving the compound 2,5 dichlorobenzophenone.

(May 2006 – July 2006)

Laboratory Technician, Neuroscience Center, University of North Carolina, Chapel Hill, School of Medicine

Principal Investigator: Glen Matsushima, Ph.D.

Facilitated the making of various chemical solutions, composed polymerase chain reaction (PCR) gels and performed surgical procedures on laboratory animals.

(May 2006 – September 2006)

DATA ANALYSIS SOFTWARE EXPERIENCE

Quantitative: SPSS, SAS, Mplus

Qualitative: ATLAS-ti, NVivo

TEACHING EXPERIENCE

Assistant Professor, Winston-Salem State University, Winston-Salem, NC

Teach psychology courses to undergraduate students at a public, master’s level institution, while conducting scholarly research and providing service to the University. Courses taught include Introduction to the Psychological Sciences, Introduction to Black Psychology and Lifespan Development and fieldwork. Serve as an advisor to students majoring in psychology. Conduct scholarly research and mentor student researchers. Provide service through participation on university and departmental committees.

Adjunct Faculty, Guilford Technical Community College, Jamestown, NC

Serves as instructor of an undergraduate general psychology (PSY-150) course. Responsibilities include developing course syllabus, test and course assessments, grading written assignments, maintaining database with student grades (Moodle) and holding office hours to assist and advise students.

(Fall 2013 – present)

Adjunct Faculty, Randolph Community College, Asheboro, NC

Serves as instructor of an undergraduate general psychology (PSY-150) course. Responsibilities include developing course syllabus, test and course assessments, grading written assignments, maintaining database with student grades (Moodle) and holding office hours to assist and advise students.

(Fall 2015 – present)

Adjunct Faculty, Greensboro College, Greensboro, NC

Serves as instructor of an undergraduate general psychology (PSY-1100) course. Responsibilities include developing course syllabus, test and course assessments, grading written assignments, maintaining database with student grades (Moodle) and holding office hours to assist and advise students.

(Fall 2015 – May 2016)

Graduate Instructional Assistant/ Instructor of Record, University of South Carolina, Columbia, SC

Assisted faculty with various undergraduate psychology courses. Responsibilities included grading written assignments and exams, maintaining database with student grades (Blackboard), lecturing for various course topics, and holding office hours to assist students.

Courses:

2013 Developmental Psychology
 2009 – 2013 Psychology and the African American Experience
 2009 – 2012 Psychology of Women
 2009 – 2011 Introductory Psychology
 2009 – 2011 Surveys of Abnormal Psychology
 2009 – 2011 Psychology of Marriage and the Family
 2009 – 2010 Surveys of Social Psychology

Selected Guest Lectures:

Spring 2013 “Sensation, Perception, & Biological Development,” *Developmental Psychology*
 Spring 2013 “Individual Differences in Language Development,” *Developmental Psychology*
 Fall 2011 “Psychological Disorders,” *Introductory Psychology*
 Spring 2010 “Groups and Individuals: Consequences of Belonging,” *Surveys of Social Psychology*
 Spring 2010 “The Path to Commitment,” *Psychology of Marriage and the Family*

Additional Training in Collegiate Pedagogy**2012 Preparing Future Faculty Credential**

Successful Preparing Future Faculty candidates have completed activities designed to prepare participants in the critical areas of faculty competence: teaching, research and service. This prestigious accomplishment is presented through the Center for Teaching Excellence and the Graduate School at the University of South Carolina as an indicator of the participant’s initiative and a measure of experience toward becoming future faculty.

2011 College Teaching of Psychology

University of South Carolina, Columbia, SC, Instructor: Dr. Sandra Kelly

- 2011 Workshop: Learning Outcomes and Assessment**, University of South Carolina, Center for Teaching Excellence
- 2010 Workshop: Dealing with Classroom Distractions**, University of South Carolina, Center for Teaching Excellence
- 2009 Teaching Assistant Training Workshop**, The Graduate School, University of South Carolina,
- 2009 Workshop: Motivating Students**, University of South Carolina, Center for Teaching Excellence
- 2009 Effective and Engaging Instruction: Tips for Teaching Assistants**, University of South Carolina, Graduate Student Seminar

SELECTED CLINICAL EXPERIENCE

Nationally Certified School Psychologist, Guilford County Schools, Greensboro, NC

Provides a variety of psychological services to help improve the mental health and educational outcomes of children and adolescents from a variety of cultural and ethnic backgrounds and exceptionalities. This includes completing psycho-educational assessments, developing appropriate recommendations and interventions; conducting individual and group counseling; engaging in parent and teacher consultation for planning/implementing intervention strategies through Intervention Support Teams; serves on district-level crisis team; serves as district-level consultant for Positive Behavior Intervention and Support (PBIS) teams; Assists with Exceptional Children (EC) compliance issues. (July 2014 – August 2016, 40 hours per week)

Pre-doctoral Intern, Guilford County Schools Psychological Services, Greensboro, NC

Provided a variety of psychological services to help improve the mental health and educational outcomes of children and adolescents within and outside of school settings. This included, developing and refining skills in the selection and use of assessment measures, in interpretation and integration of assessment data and report writing, and in developing appropriate recommendations and interventions; developed and refined individual and group counseling skills; developed and refined consultation skills and planned/implemented intervention strategies; refined, developed, and acquired new skills in differential diagnosis of disabling conditions and mental disorders; Acquired increased knowledge and skills in working with children from a variety of cultural and ethnic backgrounds and exceptionalities; and developed and refined skills in understanding and applying scientific research to the daily practice of psychology.

(July 2013 – July 2014, 40 hours per week)

Supervisors: Jennifer Clayton, Ph.D.; Alexander V. Tabori, Ph.D.

Advanced Child and Family Therapy Practicum Student, Psychological Services Center, University of South Carolina, Columbia, SC & Dickerson Center for Children, West Columbia, SC

Provided therapy services to families using behavioral and ecological frameworks. Attended weekly individual and group supervision to discuss cases, review videotaped therapy sessions, and receive didactic instruction in therapy skills. Provided trauma-focused cognitive behavioral therapy to survivors of sexual abuse, physical abuse, neglect and witnesses of domestic and child on child violence at the Dickerson Center, a nonprofit organization.

(August 2012 – June 2013, 8 hours per week)

Supervisors: Mark Weist, Ph.D.; Leslie Taylor, Ph.D.

Facilitator, A Multi Family Group Program: Building Bridges to Success (BBTS) for Families Committed to Change, Richland School District Two, Columbia, SC

Co-facilitated structured psycho-educational learning groups for families of students involved in the disciplinary process in middle and high schools. The goals of this program were to increase the chances of school success for at risk students by improving relationships within the family and between the family and the school.

Supervisor: Danielle M. Allen, Ed. S., LPC; Co-Facilitators: Sarah Sanchez, Ph.D.

(First Cohort: November 2010 - December 2010; Second Cohort: May 2011 - June 2011; Third Cohort: May 2012 - June 2012; 7 weeks, 2-hour sessions)

Advanced School Psychology Practicum Student, Psychological Services Center, University of South Carolina, Columbia, SC

Conducted psychological evaluations at the Psychological Services Center for children, adolescents, and college-aged students, including a 19 year-old White female with dyslexia and a 7-year old child adopted from Ethiopia with a mild intellectual disability. Administered and interpreted a variety of assessment measures and techniques, and used cross-battery assessment techniques when appropriate. Consulted with parents regarding the behavioral and developmental needs of their children and adolescents.

(August 2011 – June 2012; 5 hours per week)

Supervisor: Kim Hills, Ph.D.

Advanced School Psychology Practicum Student, Kershaw County School District

Assisted with implementation of a full continuum of effective and empirically supported school mental health promotion interventions with an emphasis on prevention of social, emotional, and behavioral problems; early identification and intervention through screening; and intervention for students in general and special education at the high school level. Emphasis was also placed on interdisciplinary collaboration with school mental health professionals through participation in Center for Adolescent Research in Schools (CARS), a research study examining intervention for high school age students with social, emotional, and behavioral problems. Engaged in the CARS Check & Connect, a mentoring program designed to promote student engagement and competence, and provide support for academic and behavioral needs through systematic monitoring of risk indicators (e.g., attendance, grades, behavior referrals), regular brief meetings, and problem solving with students. Also conducted psycho-educational evaluations on middle school students including a 12 year-old White female with comorbid Oppositional Defiant Disorder and Attention Deficient Hyperactivity Disorder, and major depression. Provided individual counseling with high school students at the district's alternative learning center.

(August 2011 – May 2012; 10 hours per week)

Field Supervisor: Zandra McFadden, Ed.S., Faculty Supervisor: Mark Weist, Ph.D.

School Psychology Practicum Student, Richland School District Two, Columbia, SC

Evaluated the psycho-educational and psycho-social functioning of pre-school and elementary school students with developmental delay, learning disabilities, mental disabilities, emotional disabilities, ADHD, and physical disabilities. Completed psychoeducational evaluations and prepared reports based on those assessments. Presented findings at Multidisciplinary Team meetings attended by school administrators, teachers, counselors, and parents. Attended Intervention Assistance Team, manifestation determination, placement, and reevaluation meetings. Provided behavior and academic remediation for kindergarten African American male. Also assisted with RTI programming, including DIBELS benchmark assessments, progress monitoring and Tier-II interventions. Worked with predominately low socio-economic status and African American populations.

(August 2010 – May 2011; 10 hours per week)

Field Supervisor: Marjorie Rehlander, Ed.S., Faculty Supervisor: Kimberley Hills, Ph.D.

PROFESSIONAL SERVICE

- 2012 – 2013** **Student Representative, Community Based Health and Social Disparities Faculty Search Committee**, Department of Psychology, University of South Carolina
- 2012 – 2013** **School Psychology Program Student Representative**, Department of Psychology, University of South Carolina
- 2010** **Doctoral Student Panelist**, The Graduate School, University of South Carolina
Served on two doctoral student panels for prospective minority graduate students from historically black colleges and universities. These panels sought to recruit minority undergraduates into doctoral programs offered by the Graduate School.
- 2009 – 2013** **Co-President, Black Psychology Graduate Student Association**,
Chair of the planning committee for the Annual Multicultural Symposium
Department of Psychology, University of South Carolina
- 2009 -2013** **Campus-Liaison Committee Chair, Black Graduate Student Association**
The Graduate School, University of South Carolina
- 2009 – 2013** **Student Member, Psychology Graduate Student Association (PGSA)**
Department of Psychology, University of South Carolina

PROFESSIONAL AFFILIATIONS

American Psychological Association, Division 45, Psychological Study of Culture, Ethnicity and Race
 American Psychological Association, Division 16, School Psychology
 The Association of Black Psychologists (ABPsi)
 Society for Research on Adolescence (SRA)
 Society for Research in Child Development (SRCD)
 National Association of School Psychologists (NASP)
 North Carolina School Psychologist Association (NCSPA)