

Exhibit “12”  
Declaration of Dr. Shannon Chávez-Korell  
Ph.D. of September 23, 2016

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*Attorneys for Plaintiff*

**THE UNITED STATES DISTRICT COURT  
FOR THE DISTRICT OF IDAHO**

**JUN YU,**

**Plaintiff,**

**v.**

**IDAHO STATE UNIVERSITY,**

**and**

**JOHN/JANE DOES I through X, whose  
true identities are presently unknown,  
Defendants.**

**Case No. 4:15-cv-00430-REB**

**DECLARATION OF  
SHANNON CHÁVEZ-KORELL,  
PH.D.**

State of Wisconsin )  
 ) ss.  
County of Milwaukee )

**I, SHANNON CHÁVEZ-KORELL, PH.D.,** being first sworn on oath on reasonable belief and information as to the truth of the following, do hereby depose and say:

1. I have earned four (4) degrees, including my Doctorate of Philosophy in Counseling Psychology from The Pennsylvania State University. The American Psychological Association accredited my doctoral degree program.
2. Since 2007, I have served as a professor in the Department of Educational Psychology at the University of Wisconsin – Milwaukee. I have held the tenured rank of Associate Professor there since 2013.

3. At the University of Wisconsin – Milwaukee, I typically teach masters, doctorate, and other graduate level courses. Among the courses that I typically teach are Multicultural Counseling, Advanced Multicultural Psychology, Ethics and Professional Issues in Psychology, several courses regarding Multicultural Guidelines, including Guidelines and Ethics in the context of working with African American, Latino, and LGBT clients. I also teach counseling classes, including a master's degree practicum class.
4. I have authored or co-authored twelve (12) publications and have another five (5) manuscripts under review or otherwise in progress.
5. My research, publications, technical reporting, and extensive presentations and consultations center upon multicultural competence in psychology and education, including, but not limited to, issues of race, culture, and minority status emphasizing these issues in psychological, counseling, and school contexts.
6. I chair numerous doctoral dissertation committees and serve on numerous other committees at the University of Wisconsin -- Milwaukee.
7. I have been a National Certified Counselor and a member of the American Psychological Association ("APA") since 2001.
8. I am a resident of Glendale, Wisconsin and am of legal age and competent to serve as a witness.
9. On January 26, 2016, at the request of Attorney Ronaldo A. Coulter, I agreed to produce a report that satisfied the requirements of Federal Rules of Civil Procedure 26(a)(2)(B) and to provide expert testimony on behalf of Mr. Jun Yu, Plaintiff in this action brought against Idaho State University ("ISU").
10. Mr. Coulter provided me with a copy of Mr. Yu's complaint, including exhibits, and numerous other documents relevant to this litigation. To prepare my professional opinion and my Report, I reviewed these extensive documents and other materials from the APA and other authoritative sources. *See Report, infra*, at 2-3.
11. To prepare my professional opinion and my Report, I also carefully reviewed and referenced the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* (APA, 2010); the American Psychological Association Commission on Accreditation's *Guidelines and Principles for Accreditation and Implementing Regulations of Programs in Professional Psychology* (APA, 2012), and other resources published by the American Psychological Association. *See Report* at 3.
12. In fulfilling Mr. Coulter's request on behalf of Mr. Yu, I conducted extensive review and analysis of the complaint and numerous other documents and sources of information in and otherwise relevant to this litigation.
13. Based upon my above-referenced review, I prepared and submitted to Mr. Coulter by letter dated March 23, 2016, a detailed expert report expressing my considered professional opinions as to the facts underlying the instant litigation ("Report").



14. My Report is thirty-two (32) pages in length, inclusive of my thereto-attached curriculum vitae and other attachments. I have attached a true, correct, and complete copy of my Report as Exhibit A to this declaration.
15. In advance of preparing this declaration, I additionally reviewed ISU's memorandum in support of its motion for summary judgment, as was filed on September 1, 2016. I also reviewed ISU's statement of allegedly undisputed material facts, as was filed as an attachment to said motion ("Alleged Facts").
16. In my professional opinion, Mr. Yu's overall academic and professional progress was satisfactory to ISU in each of the following academic sessions: Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, and Spring 2011. In numerous instances during these sessions, ISU evaluated Mr. Yu's progress as excellent and lauded his performance as otherwise exemplary, including as to his "accurate and sophisticated" clinical case conceptualizations, especially as to childhood disorders. *See* Report at 3-5 (commencing with Section II at Page 3 though second paragraph, *i.e.*, first bulleted item at Page 5).
17. ISU, however, casts aspersions upon Mr. Yu's Spring 2010 performance and alleges, as undisputed material fact, that Dr. Cheryl Atkins determined and advised Mr. Yu that his performance in his spring 2010 work with her in ISU's Department of Psychology Clinic was subpar and rated as "B," or below expectations. *See* Alleged Facts at Paras. 4-6. The Alleged Facts are misleading where they continue in these three (3) paragraphs to emphasize this B rating with no mention whatsoever of Mr. Yu's otherwise excellent performance during that session.
18. Contrary to the Alleged Facts' attempt to color the real disputed and material facts, Dr. Atkins rated Mr. Yu's performance in his Spring 2010 work with her as "E," or exceeds expectations, in eighteen (18) performance categories; as "M," or met expectations, in another fifteen (15) such categories; and as B in only one category. In my professional opinion, ISU deemed Mr. Yu's academic and professional progress as satisfactory and its faculty praised his teaching performance. *See* Report at 4 (second paragraph; first bulleted item).
19. Dr. Atkins expressed one and only one concern about Mr. Yu's performance in Spring 2010, that being that his English communication skills may limit his ability to form alliances with clients. Such alliance formation was an important training need of Mr. Yu and essential to his future as a doctor of clinical psychology. *See* Report at 4 (second paragraph; first bulleted item).
20. ISU's only response to this concern was to encourage Mr. Yu to immerse himself in English language contexts.<sup>1</sup> My professional opinion is that this trivial response by ISU demonstrates its Clinical Teaching Committee's ("CTC's") deep cultural incompetence. Further, as the result of that incompetence, the ISU faculty's corresponding ethical

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<sup>1</sup> It is difficult to imagine that Mr. Yu was doing anything other than already immersing himself in English language contexts, given that he was living in southeastern Idaho, married to a native-born American citizen, and attending a doctorate program with English-only instruction.



violation, and ISU's failure to meet its obligations to Mr. Yu, CTC's response failed to address Mr. Yu's training needs or Dr. Atkins' concern.

21. ISU again emphasizes one less positive evaluatory comment by Dr. Atkins as to Mr. Yu's performance in his Summer 2010 work with her, but presents this out of context and without a complete statement as to Dr. Atkins' evaluation of Mr. Yu's work during that term. *See* Alleged Facts at Para. 8.
22. Contrary to the Alleged Facts' implications, Dr. Atkins rated Mr. Yu's performance for that Summer 2010 work as exceeding expectations in fifteen (15) performance categories and meeting expectations in the remaining twenty-three (23) categories. Dr. Atkins did not rate Mr. Yu's performance of that work in any instance as being below expectations.
23. My professional opinion is that ISU, through this evaluation by Dr. Atkins, determined that Mr. Yu performed an acceptable level of academic and professional progress. *See* Paragraph 16, *supra*; Report at 4 (second bulleted item).
24. ISU again failed to establish a remediation plan or in any other way address Mr. Yu's training needs and Dr. Atkins' observation as to his Summer 2010 work that Mr. Yu needed to improve in his English fluency. Again, ISU demonstrated its complete lack of recognition, understanding, or even apparent interest in Mr. Yu's needs as a non-native speaker of English and person from a non-majority, non-United States culture and its obligations to conduct itself toward students and clients with competency, including multicultural competency. *See* Report at 4-5.
25. In Spring 2011, Mr. Yu's faculty supervisor, Dr. Paula Seikel expressed her suspicions that Mr. Yu was experiencing racial prejudice on the part of student participants in ISU's psychology clinic. ISU determined that Mr. Yu's academic and professional progress was satisfactory during this session. ISU's CTC, however, stated that Mr. Yu's occasional halting speech was a concern. ISU did nothing to address this concern or to address and protect Mr. Yu against possible discrimination. Instead, ISU suggested that Mr. Yu should seek an internship where his Chinese language would be a strength. Therefore, by at least as early as Spring 2011, ISU had abandoned all pretenses of educating and training Mr. Yu on the bases of what language he natively spoke and, ultimately, who he was, a Chinese national doctoral student who otherwise performed in diligent and superior fashion. *See* Report at 5 (second bulleted item).
26. In these and other ways, ISU again demonstrated its profound cultural incompetence and failed to meet its obligations to Mr. Yu. *See* Report at 5-6.
27. ISU discusses Mr. Yu's externship at the Eastern Idaho Regional Medical Center ("EIRMC") in Fall 2011 and a dismissal letter written by his EIRMC supervisor, Dr. John Landers, to ISU and Dr. Landers' deposition testimony regarding Mr. Yu and that abrupt dismissal. *See* Alleged Facts at Paras. 10-16.
28. The Alleged Facts thus suggest that Dr. Landers behaved appropriately and in accordance with ISU's requirements in abruptly dismissing Mr. Yu. The facts, however, do not support any such supposition.



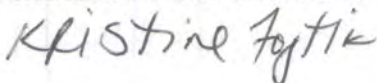
29. On the contrary, my professional opinion is that Dr. Landers, as an ISU clinical supervisor to Mr. Yu, failed in his professional ethical obligations to Mr. Yu; failed in his obligations to and in his own words refused to provide or even entertain a discussion about remediation with the CTC and Mr. Yu; and demonstrated his cultural incompetence in these abject failures. *See* Report at 6 (first bulleted item).
30. In addition, the Alleged Facts attempt to suggest that Mr. Yu waived his due process rights due to him by ISU or Cleveland Clinic or both as to his final degree requirement, his ISU internship at Cleveland Clinic. *See* Alleged Facts at Paras. 22-24.
31. I concluded, however, that it would have been impossible for Mr. Yu to waive or consent his due process rights due to him by ISU or Cleveland Clinic Autism Center ("CCAC") or both because the contract between ISU and Cleveland Clinic was executed without transparency and without Mr. Yu's knowledge of its terms, despite the obvious fact that Mr. Yu was to be the beneficiary of that contract. In addition, that contract between ISU and CCAC as to Mr. Yu's internship had already been finalized and executed on October 31, 2012, that is, before ISU withheld its registration approval until Mr. Yu drafted his message, as forced and indeed dictated by ISU, to Dr. Roberts on November 19, 2012. *See* Report at 6 (second bulleted item).
32. ISU otherwise violated its educational agreement with Mr. Yu where it offered to award him a master's degree in psychology and not, at least, a doctorate of psychology as would have been appropriate. *See* Report at 7 (first bulleted item).
33. My professional opinions formed after extensive examinations and analyses including of hundreds of pages of documents presented in this case are that ISU and its faculty behaved toward Mr. Yu in an unethical, unreasonable, arbitrary, and capricious manner and, as such, in a manner that is substantially outside the scope of accepted academic norms. *See, e.g.,* Report at 7-9 (Summary of Opinions).
34. My professional opinions of the facts underlying this litigation are in direct conflict with the November 2012 Idaho Human Rights Commission's assessment of certain events occurring prior to that date. *Contrast* Report at 7-9 with Alleged Facts at Para. 20.

THIS DECLARANT SWEARS TO THE FOREGOING AND FURTHER SAYETH NAUGHT.



SHANNON CHAVEZ-KORELL, PH.D.

SUBSCRIBED AND SWORN before me on this 23 rd day of September, 2016:



Notary Public:

My Commission Expires: 2-26-2017



**EXHIBIT A**

**SEE ATTACHED EXPERT REPORT OF  
DR. SHANNON CHÁVEZ-KORELL, PH.D.,  
DATED MARCH 23, 2016  
(32 PAGES)**

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**Shannon Chavez-Korell, Ph.D.**

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March 23, 2016

R. A. Coulter  
776 E. Riverside Drive, Suite 240  
Eagle, Idaho 83616

Re: Jun Yu v. Idaho State University  
Case No. 4:15-CV00430-REB  
United States District Court  
For the District of Idaho

Dear Attorney Coulter:

At your request, I have prepared this report regarding my professional opinions in the matter of Jun Yu v. Idaho State University (ISU), Case No. 4:15-CV00430-REB.

I received my Ph.D. in Counseling Psychology from The Pennsylvania State University, University Park, Pennsylvania. I am currently an Associate Professor with tenure in the Department of Educational Psychology at the University of Wisconsin-Milwaukee (UWM). As a professor at UWM I teach both doctoral and masters level graduate courses in Professional Ethics, Multicultural Counseling, Advanced Multicultural Psychology, Clinical Supervision and Consultation, and Group Counseling. I am the program coordinator for our Graduate Certificate in Multicultural Knowledge and Mental Health Practices Program and have taught several graduate level courses associated with this certificate program: Multicultural Guidelines Overview and Ethics; Multicultural Practice Awareness and Knowledge of Others; Working with Latinas/os; Working with LGBT+ Populations; and Working with African Americans. I am the Training Director for our Master's Counseling Program, and I oversee the State professional licensing and national certification process for our master's students as the campus coordinator of the National Certified Counselor for Graduate Students Program. I also serve on the Scholastic Appeals Committee for the UWM Graduate School. Multicultural competence in psychology is an area of focus for me in my teaching, professional service, research and publications (e.g., multicultural considerations and competence in clinical supervision, affirmative psychotherapy, access and barriers to mental health services for socially marginalized populations, cultural adaptations to mental health interventions, etc.). My research focuses on racial and ethnic identity development, and extends to cultural adaptations of evidence based mental health interventions. At the Annual Convention of the American Psychological Association in August 2015, I was awarded *The Counseling Psychologist* Outstanding Contribution of the Year Award for my co-authored major contribution on Latina/o Ethnic



Identity for which I served as the lead author. In 2012, I served on the revision team for the American Psychological Association's Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists (APA, 2002). In addition, I have been asked to conduct numerous trainings about multicultural competence in education and mental health, and asked to consult on related issues. In my departmental program area of Counseling Psychology, we have used a competency based model for over eight years to evaluate doctoral psychology and master's counseling students. As a professor, I have evaluated the multicultural competence (i.e., multicultural awareness, knowledge, and skills), and in some cases multicultural incompetence, of hundreds of master's and doctoral students in determining their readiness for practicum work, internship, and entry to practice.

My opinions in this case are based on my education, research, and experience. I note that the opinions cited in this report are my own, and do not reflect the positions of my employer or other organizations with which I am affiliated. I have attached a copy of my curriculum vitae.

## **I. Documents Reviewed**

I have reviewed the documents provided by you including the following case documents:

- Complaint filing with the U.S. District Court for Idaho in the matter of Jun Yu v. Idaho State University (ISU) et al., filed by plaintiff September 16, 2015.
- Complaint Management Order by U.S. Magistrate Ronald E. Bush of the U.S. District Court for Idaho in the matter of Jun Yu v. Idaho State University (ISU) et al., filed November 6, 2015.
- Accreditation complaint form filed with the Commission on Accreditation (CoA), 731 pages with exhibits included, dated December 16, 2013.
- Letter from Susan F. Zlotlow, Ph.D., Director, APA Commission on Accreditation (CoA) dated May 6, 2014.
- Letter from Lindsay Childress-Beatty of the APA Ethics Office dated August 14, 2015 confirming that ethics complaints against Drs. Shannon Lynch and Mark Roberts were under review.
- The Ohio State Board of Psychology complaint against Drs. Thomas Frazier II and Leslie Speer, filed by plaintiff.
- Practica Course Sequence Evaluator Ratings, Comments, and Clinical Training Committee Educational Action Plan (Semi-Annual Student Evaluation).
- Document titled: "The Assault on Jun Yu: Multicultural Incompetence in a Clinical Psychology Doctoral Program, Resulting in the Professional Destruction of an International Student," by Jocelyn Eikenburg and Michael D. Dwyer.

- All documents contained in the 659 page defendant's initial disclosures.
- Defendant's answers and response to the Plaintiff's first set of discovery requests dated February 5, 2016.
- All documents contained in pages 660-845, which was shared in the Defendant's answers and response to the Plaintiff's first set of discovery requests.
- Plaintiff's answers and response to the Defendant's first set of discovery requests dated March 16, 2016.
- All documents contained in the 1408 page plaintiff's initial disclosures.

I evaluated these materials in the context of the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* (American Psychological Association, 2010); the American Psychological Association Commission on Accreditation's *Guidelines and Principles for Accreditation and Implementing Regulations of Programs in Professional Psychology* (American Psychological Association, 2012); the American Psychological Association's *Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists* (American Psychological Association, 2002); The Competency Benchmarks: A Model for Understanding and Measuring Competence in Professional Psychology Across Training Levels (Fouad et al., 2009) and the Competency Assessment Toolkit for Professional Psychology (Kaslow et al., 2009).

## II. Significant Issues Found in Reviewing Documents [My professional opinions are bracketed.]

- Mr. Yu was a student in the clinical psychology Ph.D. program at Idaho State University (ISU) from Fall 2008 to Spring 2013. The Clinical Training Program conducted semi-annual student evaluations. The Fall 2008 semi-annual evaluation and transcript of Mr. Yu documents passing scores in all of his classes (i.e., A, A-, A); formal ratings of his General Professional Skills averaged 3.9 per item (4 = "Exceptionally Good" and 3 = "Fully Adequate"); and the committee evaluated Mr. Yu's academic and professional progress to be satisfactory. **[Opinion: Mr. Yu's overall academic and professional progress for Fall 2008 was satisfactory.]**
- The Spring 2009 semi-annual evaluation and transcript of Mr. Yu documents passing scores in all of his classes (i.e., A, B, B); formal rating for his graduate teaching assistantship was 4.0 for relevant items (4 = "Exceptionally Good"); and the Clinical Training Committee evaluated Mr. Yu's academic and professional progress to be satisfactory. **[Opinion: Mr. Yu's overall academic and professional progress for Spring 2009 was satisfactory.]**
- The Fall 2009 semi-annual evaluation and transcript of Mr. Yu documents passing scores in all of his classes (i.e., A-, A-, A-, A), and a generic summary of his practicum work is



provided. His faculty supervisor, Dr. Roberts, is noted as being pleased with his progress. Dr. Celluci noted that Mr. Yu “did a good job” with his first ADA evaluations. The Clinical Training Committee evaluated Mr. Yu’s academic and professional progress to be satisfactory. **[Opinion: Mr. Yu’s overall academic and professional progress for Spring 2009 was satisfactory.]**

- The Spring 2010 semi-annual evaluation and transcript of Mr. Yu documents passing scores in all of his classes (i.e., A, A, B, B, S), and a generic summary of his practicum work. It is noted that his faculty supervisor, Dr. Atkins, was concerned with his ability to form an alliance with English speaking clients. “I would be doing Jun a disservice if I did not give him feedback regarding the impact of his language skills on his clinical work...his conversational skills are still subpar for doctoral training experiences in both assessment and treatment.” Dr. Atkins’ formal ratings included the following item counts: 1= Below Expectations, 15= Meets Expectations, 18= Exceeds Expectations, and 5= Not Applicable. The one Below Expectations rating regarded ability to form a working alliance. Mr. Yu received a grade of B from Dr. Atkins. Mr. Yu was given positive feedback for his assistance in basic statistics class, and was recommended to teach the course in the future. The Clinical Training Committee evaluated Mr. Yu’s academic and professional progress to be satisfactory, despite concern with Dr. Atkins’ report that Mr. Yu’s English fluency might be adversely affecting alliance building with clients. The Clinical Training Committee “encourage Mr. Yu to immerse himself in English-speaking contexts whenever possible (i.e., course-work, clinic work, research and opportunities). **[Opinion: Mr. Yu’s overall academic and professional progress for Spring 2010 was satisfactory. The concern raised by Dr. Atkins’ regarding Mr. Yu’s ability to form working alliances with clients was not addressed by the Clinical Training Committee’s encouragement of Mr. Yu to immerse himself in English-speaking contexts. The Clinical Training Committee’s response to Dr. Atkins’ concerns and Mr. Yu’s training needs are insufficient for building client alliance, thus the recommendation by the Clinical Training Committee reflects cultural incompetence. There is no evidence suggesting the Clinical Training Committee monitored and applied knowledge of diversity in assessment, feedback, and remediation of Mr. Yu, nor did they engage in consultation regarding cultural issues (markers of cultural incompetence).]**
- The Fall 2010 semi-annual evaluation and transcript of Mr. Yu documents passing score in his one summer class (i.e., A), and Fall classes (i.e., B+, A, S). Dr. Atkins again served as his Faculty Supervisor during the summer of 2010 (Dr. Atkins’ summer evaluation was included in the Fall 2010 semi-annual evaluation). Dr. Atkins’ formal ratings included the following item counts: 0= Below Expectations, 23= Meets Expectations, 15= Exceeds Expectations, and 1= Not Applicable. Dr. Atkins notes that Jun’s effort was exceptional, and also notes, “fluent English is still a concern, especially when testing younger children.” Faculty Supervisor Dr. Celluci is noted as being pleased with Mr. Yu’s efforts and his progress. The Clinical Training Committee evaluated Mr. Yu’s academic and professional progress to be satisfactory. **[Opinion: Mr. Yu’s overall academic and professional progress for Fall 2010 was satisfactory. Again, the Clinical Training Committee does not respond to Dr. Atkins concerns or Mr. Yu’s**

**training needs with any recommendations or remediation reflecting the cultural incompetence of the Clinical Training Committee. There is no evidence suggesting the Clinical Training Committee monitored and applied knowledge of diversity in assessment, feedback, and remediation of Mr. Yu, nor did they engage in consultation regarding cultural issues (markers of cultural incompetence).]**

- The Spring 2011 semi-annual evaluation and transcript of Mr. Yu documents passing scores in all of his classes (i.e., A, A, A, A, S). His faculty supervisor Dr. Seikel rated Mr. Yu's performance at the Counseling Center as 2= Below Expectations, 22= Meets Expectations, 10= Exceeds Expectations, and 5= Not Applicable. The two Below Expectations ratings regarded "ability to form a working alliance" and "ability to adjust treatment." Dr. Seikel's written comments included several positive statements reflecting professionalism ("diligence", "always on time", "prompt note writing"), receptiveness to supervision ("non-defensive"), and clinical competence ("research to find appropriate intervention options", "conceptualizations were accurate and sophisticated"). Dr. Seikel noted the drop-out rate of Mr. Yu's clients, and suspected this may be partially due to "prejudice on the clients' side." Mr. Yu received positive teaching evaluations in his course. The Clinical Training Committee evaluated Mr. Yu's academic and professional progress to be satisfactory. The Clinical Training Committee note that Mr. Yu's expressive speech in English remains "halting" at times, which is a real problem in alliance formation with American clients. The Clinical Training Committee document having "...confidence in Jun's development as a scientist, a writer, and in clinical case conceptualization, especially for disorders of childhood...", and conclude he should apply to internship sites in which his Chinese language is a strength. **[Opinion: Mr. Yu's overall academic and professional progress for Spring 2011 was satisfactory. Concerns about Mr. Yu's ability to form a working alliance and the possible discrimination he may be experiencing from clients were not directly addressed by the Clinical Training Committee, again reflecting cultural incompetence of the Clinical Training Committee.]**
- The Fall 2011 semi-annual evaluation and transcript of Mr. Yu documents passing scores in all of his required classes (i.e., B, A, A, A, A-, S), and a U grade in one-credit of PSYC 7748 Clinical Externship from which he was dismissed. Despite a negative evaluation from his clinical externship supervisor (Dr. Landers), Mr. Jun received an A- in his Psychology Clinic Practicum and an A in his Community Practicum. Mr. Yu applied to APPIC internships in Fall 2011. The Clinical Training Committee evaluated Mr. Yu's academic progress as satisfactory, but his professional progress during the fall semester as unsatisfactory. In response to the concerns about professional skills at the externship site, the Clinical Training Committee "formulated a plan to address difficulties in testing and to improve independent therapy skills" which were delineated in a letter to Mr. Yu on November 21, 2011 by Dr. Roberts. **[Opinion: The plan formulated by the Clinical Training Committee involved clinically focused activity, and did not address any need to improve English proficiency or cultural communication nuances, reflecting a lack of cultural competence by the Clinical Training Committee. There is no evidence suggesting the Clinical Training Committee monitored and applied knowledge of diversity in assessment, feedback, and remediation of Mr. Yu, nor did**



**they engage in consultation regarding cultural issues (markers of cultural incompetence).].**

- November 4, 2011, Mr. Yu was dismissed from Clinical Externship at Eastern Idaho Regional Medical Center just after 2-months. The clinical externship supervisor, Dr. Landers, alleged that Mr. Yu was “unable to grasp cultural nuances” and that “...this site could not afford to engage in remediation.” **[Opinion: Dr. Landers did not meet his professional ethical obligations as a clinical supervisor to offer direct feedback in a timely manner with remediation to Mr. Yu. He did not communicate concerns to the training program as issues occurred, as would be expected of supervisors partnered with psychology programs in the clinical training of students. Dr. Landers evaluation reflects cultural incompetence in his supervisory approach.]**
- October 31, 2012, a Clinical Education Agreement between the Cleveland Clinic Center for Autism (CCCA) and Idaho State University was signed. Mr. Yu was not informed of the final details of this agreement. **[Opinion: Mr. Yu was incapable of consenting to the agreement, which included a waiver of his due process rights established by ISU, because he was not informed of the details in this final agreement.]**
- January 2, 2013, Mr. Yu started his internships at the CCCA. Drs. Leslie Speer, Thomas Frazier II, and Cheryl Chase served as clinical supervisors during internship (3-hours of clinical supervision weekly). Dr. Frazier ended his role as supervisor of Mr. Yu in the first week of internship. During a phone conversation with Dr. Roberts on January 11, 2013, Dr. Speer expressed concerns about Mr. Yu’s performance at CCCA. Dr. Speer reduced Mr. Yu’s weekly individual supervision time from 1-hour to 30-minutes. On April 3, 2013, Dr. Leslie Speer dismissed Mr. Yu from CCCA; prior to this dismissal, she had never offered him remediation as per the internship proposal. **[Opinion: Dr. Frazier’s discontinuation of supervision in the first week of internship, and Dr. Speer’s reduction in supervision from 1-hour to 30-minutes a week are in violation of the internship agreement between CCCA and Idaho State University as well as the internship proposal, and is also unethical behavior for clinical supervisors involved in clinical training of students. Mr. Yu was not informed of Dr. Speer’s concerns by Dr. Speer nor Dr. Roberts, and thus never received feedback and opportunities for remediation.]**
- On May 3, 2013, Mr. Yu was informed by the Director of Clinical Training, Dr. Mark W. Roberts, that he had been dismissed from the doctoral program in Clinical Psychology based on Mr. Yu’s alleged unsatisfactory progress towards degree completion. At the time of dismissal, Mr. Yu was a student in good standing with only one pre-doctoral internship to complete prior to receiving his Doctorate in Clinical Psychology. Prior to the May 3, 2013 dismissal letter from ISU, Mr. Yu had never been on probation and had never been informed that he was in danger of being dismissed from the doctoral program. **[Opinion: The assigned grades and formal evaluations across semesters are inconsistent with unsatisfactory progress; due process was not followed.]**

- In the May 3, 2013 dismissal letter, it was stated, “We recommend that Idaho State University award you the Master of Science degree in Psychology, to be conferred in August, 2013”, despite the fact that Mr. Yu had successfully defended his dissertation. **[Opinion: The university has the obligation and responsibility to award Mr. Yu a Ph.D. in general psychology at a minimum. Mr. Yu successfully completed all doctoral level program requirements of the Ph.D. in Clinical Psychology, including successful defense of a doctoral dissertation, with the sole exception of successful completion of internship.]**

### III. Summary of Opinions and Conclusions

In Mr. Yu’s case, there are ethical and accreditation standards that have been violated by ISU faculty and clinical supervisors, as well as clear indicators of cultural incompetence among faculty and clinical supervisors. Ethical violations by ISU faculty and clinical supervisors, as guided by the American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct* (American Psychological Association, 2010), include boundaries of competence in training international students who speak English as a second language (APA Ethics Code Standard: 2.01), avoiding harm (APA Ethics Code Standard: 3.04), and assessing student and supervisee performance (APA Ethics Code Standard: 7.06). In addition, *Guidelines and Principles for Accreditation in Professional Psychology* (APA Commission on Accreditation) were violated: Domain D - Cultural and Individual Differences and Diversity, and Domain E - Student-Faculty Relations.

- The ISU Clinical Psychology faculty and clinical supervisors did not adequately address the diversity challenges faced by Mr. Yu. In addition, there is no evidence that clinical supervisors and the Clinical Training Committee directly addressed culture and issues of culture with Mr. Yu despite concerns about Mr. Yu’s ability to form alliances with clients, his struggle in understanding cultural nuances, and also concerns with his fluency in English as documented across supervisors’ evaluations and in the semi-annual evaluations. The Clinical Training Committee raised concerns about Mr. Yu’s performance and often attributed these concerns to language problems; however, they failed to provide Mr. Yu with supportive and effective action plans, recommendations, appropriate remediation, and/or accommodations thus reflecting the cultural incompetence of the faculty. The ISU faculty and clinical supervisors did not provide Mr. Yu with the special mentoring he needed as an international student who speaks English as a second language.
- ISU faculty and clinical supervisors who lacked multicultural competence and whose behavior violated professional standards, created distorted evaluations and had a tendency to view Mr. Yu as incompetent which harmed Mr. Yu. The ISU faculty did not question the adverse events that Mr. Yu suffered because of this cultural incompetence.
- Based on the documentation reviewed, there are several examples of Mr. Yu not receiving feedback in a direct and timely manner from ISU faculty and clinical supervisors (e.g., During a phone conversation with Dr. Roberts on January 11, 2013, Dr.



Speer informed Dr. Roberts that she had concerns about Mr. Yu. Neither Dr. Roberts nor Dr. Speer shared these concerns with Mr. Yu). In addition, there is no documentation of a single remediation plan that directly addressed concerns raised about Mr. Yu.

- Mr. Yu was dismissed from the doctoral program in Clinical Psychology based on his alleged unsatisfactory progress towards degree completion and professional skills deficits, which is inconsistent with his academic grades, and grades earned for practicum as well as evaluations. At the time of dismissal, Mr. Yu was a student in good standing with a cumulative GPA of 3.69, and he had only one pre-doctoral internship to complete prior to receiving his Doctorate in Clinical Psychology. Prior to the May 3, 2013 dismissal letter from ISU, Mr. Yu had never been on probation and had never been informed that he was in danger of being dismissed from the doctoral program. ISU faculty failed to provide due process in Mr. Yu's dismissal from the Clinical Psychology Ph.D. program.
- Mr. Yu was dismissed from the doctoral program in Clinical Psychology and denied the opportunity to earn a Ph.D. in part due to alleged concerns for potential harm to clients and the in an effort to protect the public; however, there is no evidence in the documents reviewed to support that harm by Mr. Yu ever occurred. In fact, there is evidence to the contrary, including: (1) Mr. Yu earned passing grades in all of his required practicum work (i.e., Fall 2009 Psychology Clinic Practicum = A, Spring 2010 Psychology Clinic Practicum = B, Summer 2010 Psychology Clinic Practicum = A, Fall 2010 Psychology Clinic Practicum = A, Spring 2011 Community Practicum = A, Fall 2011 Psychology Clinic Practicum = A- and Community Practicum = A, Spring 2012 Psychology Clinic Practicum = B); if there was a serious concern about Mr. Yu's clinical skills it should be reflected in the grade evaluation. (2) Mr. Yu's doctoral dissertation involved running clinical trials with Chinese families with preschool-age children in Shanghai, China. Mr. Yu culturally adapted an evidence-based practice. In order to competently adapt a treatment to a specific culture, one must understand the culture and cultural context in which the original evidence-based practice existed (i.e., U.S. mainstream White culture) and have a strong understanding of the culture and cultural context for which the treatment is being adapted to (i.e., Chinese culture). Mr. Yu demonstrated clinical and cultural competence in successfully adapting the treatment he was examining; his dissertation yielded successful treatment results. 19 families completed treatment and rated Mr. Yu an average of at least 5.4 on a 6-point scale reflecting evidence of consumer satisfaction. (3) During Fall of 2011 the ISU faculty deemed Mr. Yu ready for internship and identified no concerns about any competency areas. (4) Mr. Yu received a positive evaluation from Dr. Chase who served as his clinical supervisor during internship, contrasting the negative evaluation by Dr. Speer. Developmentally it does not make sense that a student would move from a competency level of meeting and exceeding most (if not all) clinical standards of evaluation, to then suddenly regress to a clinical competence level that is below expectations on almost all standards of evaluation. The assigned grades and formal evaluations across semesters are inconsistent with unsatisfactory progress and concerns of harm; due process was not followed.

- The assigned grades and formal evaluations across semesters are inconsistent with unsatisfactory progress; due process was not followed. In regards to accreditation standards, in all matters relevant to the evaluation of students' performance, programs must adhere to their institution's regulations regarding due process and fair treatment of students.
- There is no documentation of a single remediation plan that directly addressed the specific concerns raised about Mr. Yu. The Competency Benchmarks: A Model for Understanding and Measuring Competence in Professional Psychology Across Training Levels (Fouad et al., 2009) offers an excellent framework for assessing students competency across various domains and offering students feedback. In addition, the Competency Assessment Toolkit for Professional Psychology (Kaslow et al., 2009) includes a template of a competency remediation plan. The remediation plan includes: identifying the competency domain where the concerns exist; identifying problem behaviors; expectations for acceptable performance, trainee's responsibilities/actions, supervisors'/faculty responsibilities/actions, timeframe for acceptable performance, assessment method, dates of evaluation, and consequences for unsuccessful remediation. This remediation plan template offered by Kaslow et al., 2009 is an exemplar of a quality remediation, which is significantly different from any remediation or recommendations offered by ISU faculty. In addition, this process of remediation is time intensive, ongoing, and requires a commitment to the student and to training, which stands in contrast to the approach taken by the ISU faculty and clinical supervisors.

In conclusion, Mr. Yu has clearly suffered serious harm due to the cultural incompetence of the ISU faculty, the program's violation of accreditation standards, and ethical violations committed by ISU faculty and program affiliated clinical supervisors in working with Mr. Yu. It is my opinion that the dismissal of Mr. Yu from ISU's Clinical Psychology Ph.D. Program was excessive (especially when considering that an appropriate formal remediation had not been attempted), unjustified, and objectively unreasonable. In my opinion, the actions of the faculty at ISU in dismissing Mr. Yu as they did, was a substantial departure from accepted academic norms.

#### **IV. Compensation**

My rate for work on this case is [REDACTED]/hour, plus travel expenses, and up to a maximum of [REDACTED]/day for travel and testimony. My work on this case includes reviewing case documents, report writing, communication with the legal team, and all required testimony.

Sincerely,



Shannon Chavez-Korell, Ph.D.



## **CURRICULUM VITA**

### **SHANNON CHAVEZ-KORELL, PH.D., N.C.C.**

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Enderis Hall, Office 729, P.O. Box 413  
Milwaukee, WI 53201-0413  
E-mail: korell@uwm.edu

#### **EDUCATION**

2007	Ph.D. in Counseling Psychology (APA Accredited) The Pennsylvania State University, University Park, PA
2001	M.A. in Community Counseling St. Mary's University, San Antonio, TX
1998	B.S. in Psychology/Biology Angelo State University, San Angelo, TX
1996	A.S. in Biology Howard College, Big Spring, TX

#### **ACADEMIC POSITIONS**

June 2013 – present	<u>Associate Professor (with Tenure)</u> University of Wisconsin – Milwaukee Department of Educational Psychology (Counseling Psychology Area) Counseling Psychology, Ph.D. Program (APA Accredited) Master's Program in Community Counseling and School Counseling
2007-June 2013	<u>Assistant Professor (Tenure Track)</u> University of Wisconsin – Milwaukee Department of Educational Psychology (Counseling Psychology Area)

#### **CERTIFICATION**

2001-present	National Certified Counselor, The National Board for Certified Counselors (#70128)
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#### **PROFESSIONAL ASSOCIATION AFFILIATIONS**

American Counseling Association, Member (2013-Present)  
American Psychological Association, Member (2001-Present)  
    Division 17: Society of Counseling Psychology  
        Section on Ethnic & Racial Diversity  
    Division 45: Society for the Psychological Study of Ethnic Minority Issues  
Hispanic Professionals of Greater Milwaukee (2007-Present)  
National Certified Counselors' Association (2001-Present)  
National Latina/o Psychological Association, Lifetime Member (2002-Present)  
Society of Indian Psychologists (2015-Present)  
Wisconsin Counseling Association, Member (2008-Present)

**RESEARCH GRANTS & SUPPORT****Academic Year SURF (Salary for Undergraduate Research Fellows) Award, Office of Undergraduate Research, University of Wisconsin-Milwaukee.**

Budget Period: 09/01/2015 – 05/31/2016 (FUNDED)

Funding: Paid research assistant 10-20 hours per week for Fall 2015 & Spring 2016

Partners: Shannon Chavez-Korell & Nancy Muro

**Institute of Excellence in Urban Education (IEUE) Research Grant, University of Wisconsin-Milwaukee.** Project title: *Breaking the Relationship between Poverty and Associated Risks: Examining the Influence of Coping and Social Support.*

Budget Period: Fall 2014 – Summer 2015

Budget Amount: \$25,000.00 (FUNDED)

Principle Investigators: Shannon Chavez-Korell & Markeda Newell

**Transdisciplinary Fellow in the Center for 21<sup>st</sup> Century Studies, University of Wisconsin-Milwaukee.** Project title: *Acts of Belonging: Exploring Arts Participation and its Relationship to Psychological Well-Being and Executive Frontal Lobe Functioning for Latino Elders with Alzheimer's Dementia.*

Fellowship Period: 2013-2014

Budget Amount: \$10,000.00 (AWARDED)

Partners: Nelva Olin (United Community Center); Chavez-Korell (UWM Educational Psychology); Ramin Pashaie (UWM Electrical Engineering); Patricia Torres Najera (UWM Electa Quinney Institute); & Rina Kundu (UWM Peck School of the Arts).

**Faculty Diversity Research Award, Institute on Race & Ethnicity, University of Wisconsin System.**

Budget Period: Fall 2011 – Summer 2012

Budget Amount: \$12,500.00 & Research sabbatical Fall 2011 (AWARDED)

Principle Investigator: Shannon Chavez-Korell

**Academic Year SURF (Salary for Undergraduate Research Fellows) Award, Office of Undergraduate Research, University of Wisconsin-Milwaukee.**

Budget Period: 09/07/09 – 05/30/2010

Budget Amount: \$5,000.00 (FUNDED)

Partners: Shannon Chavez-Korell & Fernando Orozco

**Substance Abuse and Mental Health Services Administration (SAMHSA).**

Project title: *Un Nuevo Amanecer (A New Dawn);*

Grant #: SM058680-01

Budget Period: 10/01/08 – 10/01/11

Budget Amount: \$1,200,000.00 (FUNDED)

Community Partner: United Community Center

Academic Partner: Shannon Chavez-Korell (Other significant roles by Chavez-Korell: treatment fidelity consultant & overseeing cultural adaptations and modifications to the evidence-based treatment.)

**Forest County Potawatomi Community Foundation, Partnership Grant.**

Project title: *Examining the relationships between historical loss and trauma, cultural variables, and health for Urban American Indians.*

Budget Period: 03/01/09 – 03/01/10

Budget Amount: \$7,500.00 (FUNDED)

Principle Investigator: Shannon Chavez-Korell

**University of Wisconsin–Milwaukee, Roberto Hernandez Center, Faculty Grants Program.**

Project title: *Examining the Relationship between Ethnic Identity, Cultural Health Attitudes, Health Practices, and General Health Outcomes of Latino Adults.*

Budget Period: 09/01/08 – 08/31/09

Budget Amount: \$4,000.00 (FUNDED)

Principal Investigator: Shannon Chavez-Korell

**University of Wisconsin–Milwaukee, Roberto Hernandez Center, Faculty Grants Program.**

Project title: *Report on the Mental Health of Latinos in the Greater Milwaukee Area.*

Budget Period: 09/01/08 – 08/31/09

Budget Amount: \$4,000.00 (FUNDED)

Principal Investigator: Azara Santiago-Rivera

Co-PI: Shannon Chavez-Korell

**Pennsylvania State University, Africana Research Center, Student Dissertation Grant.**

Project Title: *A Cluster Analysis of Cross Racial Identity Scale Scores and Their Usefulness in Predicting Levels of Acculturation and Social Distance in the Lives of Black College Students.*

Budget Period: May 2005-May 2007

Budget Amount: \$1,000.00 (FUNDED)

Principal Investigator: Shannon Chavez-Korell

Co-PI: Beverly J. Vandiver

**PUBLICATIONS (\*denotes graduate student co-author)**

Newell, M. L., & **Chavez-Korell, S.** (2015). The evolution of multiculturalism in school Psychology: Research, training, and practice. In E. C. Lopez, S. G. Nahari, & S. L. Proctor (Eds.) *Handbook of Multicultural School Psychology* (2<sup>nd</sup> Edition). New York: Routledge.

**\*Chavez-Korell, S.,** Benson-Flórez, G., Delgado Rendón, A., & Farías, R. (2014). Examining the relationships between physical functioning, ethnic identity, acculturation, familismo, and depressive symptoms for Latino older adults. *The Counseling Psychologist*, 42(2), 255-277. [Major Contribution]

**Chavez-Korell, S.,** & Torres, L. (2014). Perceived stress and depressive symptoms among Latino adults: The moderating role of ethnic identity cluster patterns. *The Counseling*



*Psychologist*, 42(2), 230-254. [Major Contribution]

Acevedo-Polakovich, I. D., **Chavez-Korell, S.**, & Umaña-Taylor, A. (2014). U.S. Latinas/os' ethnic identity: Context, methodological approaches, and considerations across the life span. *The Counseling Psychologist*, 42(2), 154-169. [Major Contribution]

Fouad, N. A., & **Chavez-Korell, S.** (2013). Considering social class and socio-economic status in the context of multiple identities: An integrative clinical supervision approach. In C.A. Falender, E. P. Shafranske, & C. Falicov (Eds.), *Diversity and Multiculturalism in Clinical Supervision: Foundation and Praxis--A Guide to Clinical Practice*. Washington, DC: American Psychological Association.

\***Chavez-Korell, S.**, Delgado Rendón, A., Beer, J., Rodriguez, N., Garr, A. D., Pine, C. A., Farías, R., Larson, L., & Malcolm, E. (2012). Improving access and reducing barriers to depression treatment for Latino elders: Un nuevo amanecer (A new dawn). *Professional Psychology: Research and Practice*, 43(3), 217-226.

**Chavez-Korell, S.**, & Vandiver, B. J. (2012). Are CRIS cluster patterns differentially associated with African American enculturation and social distance? *The Counseling Psychologist*, 40(5), 755-788.

\***Chavez-Korell, S.**, Delgado-Romero, E., & Illes, R. (2012). The National Latina/o Psychological Association: Like a Phoenix Rising. *The Counseling Psychologist*, 40(5), 675-684. [Major Contribution]

\***Chavez-Korell, S.**, & Johnson, L. T. (2010). Informing counselor training and competent counseling services through transgender narratives and the transgender community. *Journal of LGBT Issues in Counseling*, 4, 202-213.

Field, L. D., **Chavez-Korell, S.**, & Domenech Rodríguez, M. M. (2010). No hay rosas sin espinas: Conceptualizing Latina-Latina supervision from a multicultural developmental supervisory model. *Training and Education in Professional Psychology*, 4, 47-54.

Townes, D. L., **Chavez-Korell, S.**, & Cunningham, N. J. (2009). (Re)Examining the relationships between racial identity, cultural mistrust, help-seeking attitudes, and preference for a Black counselor. *Journal of Counseling Psychology*, 56, 330-336.

**Chavez-Korell, S.**, & Lorah, P. (2007). An overview of affirmative psychotherapy and counseling with transgender clients. In K. J. Bieschke, R. M. Perez, & K. A. DeBord (Eds.) *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients* (2<sup>nd</sup> ed, pp.271-288). Washington, DC: American Psychological Association.

**TECHNICAL REPORTS**

Baisch, M. J., **Chavez-Korell, S.**, Garcia-Franz, & Okunseri, C. (2009, April). *Progress Report Healthiest Wisconsin 2010 Health Priority: Access to Primary and Preventative Health Services*. Submitted to Wisconsin Public Health Council; Reported to the Governor's Office.

**MANUSCRIPTS UNDER REVIEW OR IN PROGRESS**

**Chavez-Korell, S.**, Newell, M., Rouse, L. (under review). Community based research in urban settings: An emergent model.

Miller, A. R., Vandiver, B. J., & **Chavez-Korell, S.** (under review). (Re)Examining the relationship between Black racial identity and self-esteem.

**Chavez-Korell, S.**, & Vandiver, B. J. (in progress). American Indian ethnic identity: Validation of the Ethnic Identity Scale (EIS).

Vandiver, B. J., Worrell, F., & **Chavez-Korell, S.** (in progress). Expanding the reach of Cross' Expanded Nigrescence Model: Introducing the Cross Racial Identity Scale-II.

**Chavez-Korell, S.**, Rouse, L., & Davis, A. (in progress). Examining ethnic identity, historical loss and trauma, and associated psychological symptoms for Urban American Indian adults.

**PROFESSIONAL CONFERENCE PRESENTATIONS (PEER REVIEWED)**

Vandiver, B. J., Worrell, F. C., & **Chavez-Korell, S.** (2015, August). *Presenting the CRIS-II*. Research poster presented at the 123<sup>rd</sup> Annual Convention of the American Psychological Association, Toronto, Canada.

**Chavez-Korell, S.** (2015, August). *The original nigrescence model: Is it still useful?* Presented symposium with Vandiver, B. J., Worrell, F. C., Chavez-Korell, S., & Cokley, K. O., *Does it matter which nigrescence theory to use – Original versus Expanded?* Symposium presented at the 123<sup>rd</sup> Annual Convention of the American Psychological Association, Toronto, Canada.

**Chavez-Korell, S.**, Lira, E. N., Reinders-Saeman, R., Kern, L., Lopez, M., Aloma, A., Salas-Pizana, S. (2014, October). *Campus climate for Latino college students and students of color: United we survive and thrive*. Research symposium presented at the 6<sup>th</sup> biennial meeting of The National Latina/o Psychological Association, Albuquerque, New Mexico.

Field, L., & **Chavez-Korell, S.** (2014, October). *She's from the ghetto: Classism and the Latin@*

*psychologist – The dialogue continues.* Roundtable presented at the 6<sup>th</sup> biennial meeting of The National Latina/o Psychological Association, Albuquerque, New Mexico.

Davis, A., **Chavez-Korell, S.**, Arndt, L. R., & Grayshield, L. (2013, January). *Seventh generation research and mentoring models for American Indian students, researchers, and communities.* Symposium presented at the National Multicultural Conference and Summit, Houston, Texas.

**Chavez-Korell, S.** (2012, October). *Improving access and reducing barriers to depression treatment for Latino elders: Un nuevo amanecer (A new dawn).* Paper presented at the 5<sup>th</sup> biennial meeting of The National Latina/o Psychological Association, New Brunswick, New Jersey.

Field, L. D., & **Chavez-Korell, S.** (2012, October). “*She’s from the Ghetto...*” *Part II: Classism and the Latina psychologist, the dialogue continues.* Roundtable presented at the 5<sup>th</sup> biennial meeting of The National Latina/o Psychological Association, New Brunswick, New Jersey.

Cerezo, A., **Chavez-Korell, S.**, Malaret, J., Morales, A., & Salcedo, B. (2012, October). *Nuevo horizontes: A comprehensive overview of trans-Latin@s needs, concerns, and how to better serve trans-Latin@s.* Symposium presented at the 5<sup>th</sup> biennial meeting of The National Latina/o Psychological Association, New Brunswick, New Jersey.

Field, L. D., Domenech Rodriguez, M. M., **Chavez-Korell, S.**, & Bratini, L. (2012, October). *Effective and compassionate training in the millennium: Latina/o mentors, clinical supervisors, instructors, advisors...what is your role?* Symposium presented at the 5<sup>th</sup> biennial meeting of The National Latina/o Psychological Association, New Brunswick, New Jersey.

Minchala, V., Gonzalez, M. C., **Chavez-Korell, S.**, & Garcia, D. (2012, October). *Challenges for the post-doctoral and job search processes: Tips from those who have gone before.* Symposium presented at the 5<sup>th</sup> biennial meeting of The National Latina/o Psychological Association, New Brunswick, New Jersey.

**Chavez-Korell, S.**, (2012, August). *Informing psychologist training and competent mental health services through transgender narratives.* Paper presented in symposium by Chavez-Korell, S., Miller, D. J., Shepler, D. K., Park, J., Gerstein, L. H., & Bowman, S.L. *Enhancing counselors’ competencies with LGBT clients: Revisiting implicit values.* Symposium presented at the 120<sup>th</sup> Annual Convention of the American Psychological Association, Orlando, FL.

**Chavez-Korell, S.**, & Newell, M. (2012, April). *Racial identity development and anger: Implications for teachers and students.* Presentation at the Educators’ Network for Social Justice 5<sup>th</sup> Annual Conference on Anti-racist/Anti-bias Teaching, Indian Community School, Franklin, WI.



- Chavez-Korell, S.,** Davis, A. R., & Arndt, L. M. (2011, August). *Research in partnership with American Indian communities: Promoting social justice through community based participatory research*. Symposium presented for Division 17 at the 119<sup>th</sup> Annual Convention of the American Psychological Association, Washington, DC.
- Chien, L. L., & **Chavez-Korell, S.** (2011, August). *Examination of the relationship among knowledge of health insurance use, education level, and physical health conditions for Latinos*. Poster presented at the 119<sup>th</sup> Annual Convention of the American Psychological Association, Washington, DC.
- Chavez-Korell, S.** (2011, June). *Examining the impact of historical loss and trauma on the mental and physical health of Urban American Indians*. Research presented at the National Congress of American Indians, Milwaukee, WI.
- Chavez-Korell, S.,** Emery, E., Huber, B., Kerner, L., Magness, M., Marshall, M., Sommers, M., & Strong, D. (2011, April). *SAMHSA older adult mental health targeted capacity expansion grants: What have we learned?* Symposium presented at the Annual Conference of the American Society on Aging, San Francisco, CA.
- Delgado Rendón, A., Malcom, E., & **Chavez-Korell, S.** (2011, February). *Un nuevo amanecer (a new dawn): A collaborative approach to treating depression among Latino elders in Milwaukee, WI*. Oral presentation at the 2011 Minority Health in the Midwest Conference, University of Illinois at Chicago, Chicago, IL.
- Chavez-Korell, S.** (2011, January). *Culture as a buffer: Moderating the relationships between stress, depressive symptomology, and help-seeking attitudes*. Research presented in symposium by Torres, L., Driscoll, M., Chavez-Korell, S., & Rollock, D., *The mental health correlates of living in the U.S.: Latino-specific stressors & resources*. Symposium presented at the National Multicultural Conference and Summit, Seattle, WA.
- Chavez-Korell, S.,** Field, L. D., & Domenech Rodriguez, M. (2010, November). *Latinas supervising Latinas: No hay rosas sin espinas*. Symposium presented at the fourth biennial meeting of The National Latino Psychological Association, San Antonio, TX
- Chavez-Korell, S.,** Parisot, M., Orozco, F., Charles, M., White, M., & Davis, A. (2010, November). *An examination of Latina/o adults' help-seeking attitudes*. Poster presented at the fourth biennial meeting of The National Latino Psychological Association, San Antonio, TX.
- Chavez-Korell, S.,** Palreddy, S., Calvillo, J., Chien, C., Liu, J., & Abdullah, M. (2010, November). *Examining the relationship between sociocultural variables and depression*. Poster presented at the fourth biennial meeting of The National Latino Psychological Association, San Antonio, TX.
- Chavez-Korell, S.,** Miville, M. L., & Illes, R. (2010, November). *The dissertation process from*

*start to finish!* Symposium presented at the fourth biennial meeting of The National Latino Psychological Association, San Antonio, TX.

Field, L. D., **Chavez-Korell, S.**, & Saucedo, E. (2010, November). *"She grew up in the ghetto..." Classism and the Latina psychologist*. Roundtable presented at the fourth biennial meeting of The National Latino Psychological Association, San Antonio, TX.

Lira, E., **Chavez-Korell, S.**, Illes, R., Reyes, W., & Benson, G. (2010, November). *Examining spiritual health practices, Latino ethnic identity, and acculturation*. Poster presented at the fourth biennial meeting of The National Latino Psychological Association, San Antonio, TX.

Delgado-Rendon, A., Malcolm, E., Larson, L., Farias, R., Suszek, C., Garr, A., Pine, C., Rodriguez, N., **Chavez-Korell, S.**, Santiago-Rivera, A., & Padilla, D. (2010, October). *Un nuevo amanecer (a new dawn): A collaborative approach to treating depression among Latino elders in Milwaukee, WI*. Poster presented at the Community Engagement for Health Conference, Milwaukee, WI.

**Chavez-Korell, S.**, Charles, M., & Parisot, M. (2010, August). *Latino stress as predicted by ethnic identity, familismo, acculturation, and locus of control*. Poster presented at the 118<sup>th</sup> annual conference for the American Psychological Association, San Diego, CA.

**Chavez-Korell, S.**, Davis, A. R., & Arndt, L. M. (2010, June). *Community-based participatory research techniques in addressing health disparities in Urban Indian populations*. Symposium presented at the Inaugural Conference of the Society for the Psychological Study of Ethnic Minority Issues, APA, Division 45, Ann Arbor, MI.

Davis, A., **Chavez-Korell, S.**, Orozco, F., & Calvillo, J. (2009, November). *Predicting help-seeking attitudes by examining Latino ethnic identity, spirituality, acculturation, and familismo*. Poster presented (won first place research poster award) at the first annual Encuentro Latino Institute Conference, Las Cruces, NM.

**Chavez-Korell, S.**, Palreddy, S., & Stribling-Davis, A. (2009, August). *Examining the usefulness of ethnic identity scale scores in predicting health locus of control*. Poster presented at the 117<sup>th</sup> annual conference for the American Psychological Association, Toronto, Ontario, Canada.

Komondoros, S., **Chavez-Korell, S.**, Palreddy, S., Chien, L., & Liu, J. (2009, August). *Relationship among perceived health competence, locus of control, and Latino ethnic identity*. Poster presented at the 117<sup>th</sup> annual conference for the American Psychological Association, Toronto, Ontario, Canada.

Liu, J., Chien, L., **Chavez-Korell, S.**, Calvillo, J., & White, M. (2009, August). *Predicting Latino stress: Acculturation, help-seeking attitudes, and locus of control*. Poster presented at the 117<sup>th</sup> annual conference for the American Psychological Association,

Toronto, Ontario, Canada.

- Illes, R., Santiago-Rivera, A., **Chavez-Korell, S.**, Reyes, W., Rico, M., Lira, E., Palreddy, S., Benson, G., DeRose, T., & Hernandez, M. (2009, August). *Relationships among quality of life, physical health, and depressive outcomes for Latino elders*. Poster presented at the 117<sup>th</sup> annual conference for the American Psychological Association, Toronto, Ontario, Canada.
- Santiago-Rivera, A., Rico, M., **Chavez-Korell, S.**, Benson, G., DeRose, T., Illes, R., Palreddy, S., Reyes, W., Lira, E., Hernandez, M., & Xiong, I. (2009, August). *Impact of age, gender, and income on familismo and acculturation*. Poster presented at the 117<sup>th</sup> annual conference for the American Psychological Association, Toronto, Ontario, Canada.
- Davis, A. R., & **Chavez-Korell, S.** (2009, April). *(Re)Search for Change: Cultural humility and community partnerships in health disparities research*. Paper accepted for oral presentation at the 23<sup>rd</sup> National Conference on Undergraduate Research, Lacrosse, WI.
- Abdullah, M., Calvillo, J., Davis, A. R., Moore, E., & **Chavez-Korell, S.** (2009, April). *Examining the relationship between Latino ethnic identity, spirituality, and help-seeking behaviors*. Poster accepted for presentation at the 23<sup>rd</sup> National Conference on Undergraduate Research, Lacrosse, WI.
- Liu, J., Chien, L. L., **Chavez-Korell, S.**, & Calvillo, J. (2009, February). *Examining the relationship between Latino ethnic identity, help-seeking attitudes and locus of control*. Poster presented at the 26<sup>th</sup> Annual Winter Roundtable on Cultural Psychology and Education, Teachers College - Columbia University, New York City, NY.
- Chavez-Korell, S.**, Domenech-Rodriguez, M., & Field, L. (2009, January). *Understanding Latina trainee and supervisory development in a cultural context*. Roundtable discussion presented at the National Multicultural Conference and Summit 2009, New Orleans, LA.
- Chavez-Korell, S.**, Davis-Stribling, A., & White, M. (2008, November). *Empowering Latino communities and promoting social justice through culturally competent research and community partnerships*. Symposium presented at the third biennial meeting of The National Latino Psychological Association, Costa Mesa, CA.
- Chavez-Korell, S.**, Santiago-Rivera, A., & Miville, M. (2008, November). *Dissertation process from start to finish*. Symposium presented at the third biennial meeting of The National Latino Psychological Association, Costa Mesa, CA.
- Chavez-Korell, S.**, Calvillo, J., Palreddy, S., White, M., Davis-Stribling, A., Liu, J., Ramstack, D., Komondoros, S., Chien, L.L., & Engelking, R. (2008, November). *Examining the relationships between Latino ethnic identity, cultural health beliefs and practices, and general health outcomes for Latino adults*. Poster presented at the third biennial meeting of The National Latino Psychological Association, Costa Mesa, CA.



Santiago-Rivera, A., **Chavez-Korell, S.**, Reyes, W., Illes, R., DeRose, T., Benson, G., Palreddy, S., Rico, M., & Lira, E. (2008, November). *Effects of ethnic identity, acculturation, and familismo on health outcomes of Latino elders*. Poster presented at the third biennial meeting of The National Latino Psychological Association, Costa Mesa, CA.

Santiago-Rivera, A., **Chavez-Korell, S.**, Benson, G., DeRose, T., Illes, R., Lira, E., Palreddy, S., Reyes, W., & Rico, M. (2008, November). *Impact of gender and age on familismo and acculturation: An exploratory investigation*. Poster presented at the third biennial meeting of The National Latino Psychological Association, Costa Mesa, CA.

**Chavez-Korell, S.**, & White, M. (2008, November). *Affirmative counseling with transgender clients*. One hour workshop presented at The Wisconsin Counseling Association Fall Summit, Grand Rapids, WI.

Davis-Stribling, A. R., **Chavez-Korell, S.**, Ramstack, D. S., Komondoros, S., Palreddy, S., White, M., Chien, L., & Liu, J. (2008, August). *Using culturally competent research and community partnerships to promote social justice and empower Native communities*. Poster presented at the 20<sup>th</sup> annual Native Health Research Conference, Portland, OR.

**Chavez-Korell, S.**, & Vandiver, B. J. (2008, August). *Cross Racial Identity Scale scores usefulness in predicting acculturation and social distance*. Poster presented at the 116<sup>th</sup> annual conference for the American Psychological Association, Boston, MA.

**Chavez-Korell, S.** (2008, March). *Retention of "At Risk" college students: An outreach initiative*. Poster presented at the International Counseling Psychology Conference, Chicago, IL.

**Chavez-Korell, S.**, Vandiver, B. J., & Cross, W. E., Jr. (2008, February). *Pointing the way to the future of Black racial identity: From understanding the original nigrescence model to expanded nigrescence research using the Cross Racial Identity Scale*. Symposium presented at the 25<sup>th</sup> Annual Winter Roundtable on Cultural Psychology and Education, Teachers College - Columbia University, New York City, NY.

Townes, D., & **Chavez-Korell, S.** (2008, February). *A cluster analysis of Cross Racial Identity Scale scores to predict levels of cultural mistrust, help-seeking attitudes, and preference for counselor race in the lives of African Americans*. Symposium presented at the 25<sup>th</sup> Annual Winter Roundtable on Cultural Psychology and Education, Teachers College - Columbia University, New York City, NY.

**Chavez-Korell, S.**, & Lorah, M. (2007, August). *Overview of affirmative psychotherapy and counseling with transgender clients*. Presented in symposium with Mobley, M., Fassinger, R. E., Perez, R. M., & DeBord, K. A., *Advancing social justice perspectives in counseling and psychotherapy with Lesbina, Gay, Bisexual, and Transgender Clients*. Symposium presented at the 115<sup>th</sup> annual conference for the American Psychological

Association, San Francisco, CA.

Field, L. D., **Chavez-Korell, S. C.**, Domenech Rodriguez, M., & Davis, M. (2006, October). *Latinas supervising Latinas: Rewards & challenges*. Symposium presented at the second biennial meeting of The National Latino Psychological Association, Milwaukee, WI.

**Chavez-Korell, S.**, & Lorah, M. (2004, October). *Counseling transgender clients*. Two hour workshop presented at the annual meeting of The Pennsylvania Counseling Association, State College, PA.

**Chavez-Korell, S.** (2004, April). *The need for biracial identity education in multicultural graduate training*. Paper presentation at the annual Great Lakes Regional Conference, Ball State University, Muncie, IN.

Bieschke, K., Matthews, C., & **Korell, S. C.** (2003, April). *Providing affirmative counseling to adolescents who identify as gay, lesbian, or bisexual*. Three hour workshop presented at the 17<sup>th</sup> Annual Children's Interagency Training Conference, State College, PA.

**Korell, S. C.** (2003, February). *Developing professional leadership through diverse collaboration*. Roundtable discussion at the annual Holmes Partnership Conference, Washington, DC.

Maples, N. J., Velligan, D. I., DiCocco, M., Castillo, D. A., Lam, Y. W., Erehefsky, L., **Korell, S. C.**, Archuleta, D., & Miller, A. L. (2003, February). *Has medication adherence improved with the new-generation atypical antipsychotics?* Poster at the International Congress on Schizophrenia Research, Colorado Springs, CO.

Lam, Y. W., Velligan, D. I., DiCocco, M., Erehefsky, L., Maples, N. J., Castillo, D. A., Archuleta, D., **Korell, S. C.**, & Miller, A. L. (2003, February). *Comparative assessment of antipsychotic adherence by concentration monitoring, pill count and self-report*. Poster at the International Congress on Schizophrenia Research, Colorado Springs, CO.

Lam, Y. W., Velligan, D. I., Erehefsky, L., **Korell, S. C.**, DiCocco, M. A., & Miller, A. L. (2002, June). *Intra-individual variability in plasma concentrations as an indicator of adherence in schizophrenia*. Round table discussion and paper presented at the National Institute for Mental Health NCDEU Annual Meeting, Boca Raton, FL.

**Korell, S. C.**, Velligan, D. I., & Dicocco, M. A. (2002, February). *Assertive community treatment versus cognitive adaptation training*. Paper presentation at the annual International Congress for Schizophrenia Research, Davos, Switzerland.

**INVITED PRESENTATIONS & CONSULTATIONS\***

**\*Chavez-Korell, S., & Frattura, E.** (2016, February). *Integrated comprehensive services and developing a social justice identity*. Full day workshop and consultation on February 3, 2016 for Ohio Public Schools Region 3 State Support Team, Cleveland, Ohio.

**\*Frattura, E., Chavez-Korell, S., & Saphier, J.** (2016, February). *Leading for Social Justice: 2015 Summer Institute Follow-up Webinar*. 1-1/2 hour webinar on February 1, 2016 for Ohio Public Schools State Support Teams.

**Field, L., & Chavez-Korell, S.** (2015, November). *Conceptualizing supervision from a multicultural developmental supervisory model: Latinas supervising Latinas*. 4-hour presentation on November 15, 2015 for the New York State Psychological Association at Fordham University, New York, New York.

**\*Frattura, E., Chavez-Korell, S., & Saphier, J.** (2015, October). *Leading for Social Justice: Follow-up Webinar*. 1-1/2 hour webinar on October 21, 2015 for Ohio Public Schools State Support Teams.

**Chavez-Korell, S.** (2015, October). *Improving access and reducing barriers to depression treatment for Latino elders*. 1-hour lecture and discussion on October, 8, 2015 with students and faculty. Department of Psychology Colloquium Series, Marquette University, Milwaukee, WI.

**\*Chavez-Korell, S.** (2015, August). *Developing a social justice identity as a leader*. Full day workshop and consultation on August 11, 2015 for teachers and administrators at Nicolet High School, Glendale, WI.

**\*Chavez-Korell, S.** (2015, June). *Core principles and focusing on equity: Personal identity*. Full day presentation and consultation on June 30, 2015. Leading For Social Justice Institute: Ensuring ALL Students Are Supported, provided by Ohio Public Schools State Support Teams 3, 6, and 9. June 29 – July 1, 2015, Quest Conference Center, Columbus, Ohio.

**Chavez-Korell, S., & Landingham, R.** (2015, May). *Spiritual, cultural, and demographic aspects of mental health*. Community Mental Health Seminar Series, Institute for Health and Society, Medical College of Wisconsin, Milwaukee, WI.

**Chavez-Korell, S.** (2015, March). *Do you understand me? Looking at depression for racial and ethnic minorities*. 1-hour presentation and discussion on March 10, 2015 at Milwaukee Public Library downtown. Science Cafés, The Community Engagement Key Function of the Clinical and Translational Science Institute, Medical College of Wisconsin.

**\*Chavez-Korell, S.** (2014, July). *Developing an equity social justice identity as a leader*. 1-1/2 hour presentation on July 28, 2014. National Leadership for Social Justice Institute, Madison, WI.



- \*Chavez-Korell, S.** (2014, May). *Exploring identity development: Understanding the relationship between attitudes and behavior*. 2-presentations: 3-hour presentation to primarily Katy ISD educators on May 14, 2014; 2-hour presentation to primarily Katy ISD principals on May 14, 2014. Consultation services to Katy Independent School District, Katy, Texas.
- Arredondo, P., **Chavez-Korell, S.**, & Colon, H. (2014, April). *Improving and identifying barriers to access in health and mental health*. 1-hour panel discussion. 1<sup>st</sup> Annual Forum on Latino/a Affairs, Milwaukee, WI.
- Chavez-Korell, S.** (2013, August). *Exploring identity development: Understanding the relationship between the individual and social justice efforts in schools*. 2-presentations: 2-hour presentation on August 1, 2013; 1-1/2 hour presentation on August 5, 2013. National Leadership for Social Justice Institute, Milwaukee, WI.
- \*Chavez-Korell, S.** (2012, November). *Multicultural dialogues: Factors influencing the groups' dynamics*. 4-hour multicultural consultation, presentation, and dialogue facilitation at The Healing Center, Milwaukee, WI.
- Chavez-Korell, S.** (2012, February). *Latina/o mental health disparities: Implications for clinical practice*. 1 hour presentation. Department of Counselor Education and Counseling Psychology Colloquium Series, Marquette University, Milwaukee, WI.
- Chavez-Korell, S.**, Schurman, K., & Cooper, S. *Interpersonal violence awareness and solutions: Perspectives on healing from the Native American community*. 1-hour panel presentation and discussion. Soup with Substance, Marquette University, Milwaukee, WI.
- Newell, M., & **Chavez-Korell, S.** (2011, October). *Understanding Racial Identity Development: Implications for School Psychological Service Delivery*. 3 hour workshop presented at the 2011 Wisconsin School Psychologists Association Fall Convention, Manitowoc, WI.
- \*Chavez-Korell, S.**, & Field, L. D. (2011, March). *Conceptualizing supervision from a multicultural developmental supervisory model*. 2-hour presentation and consultation with faculty and clinical supervisors. Pace University, New York, NY.
- Chavez-Korell, S.** (2010, December). *Social justice psychology: Considering social class and socio-economic status*. 1-1/2 hour presentation for the full staff of 75+ employees at Milwaukee Job Corps Center, Milwaukee, WI.
- Chavez-Korell, S.** (2010, December). *Latino cultural values*. Presentation at full staff meeting of 250+ employees at United Community Center, Milwaukee, WI.
- \*Chavez-Korell, S.**, & Newell, M. (2010, November). *Understanding racial identity:*

*Implications for school-based practices.* 1-1/2 hour presentation and discussion with principal, teachers, and staff at Transition High School, Milwaukee Public Schools, Milwaukee, WI.

**Chavez-Korell, S.** (2010, April). *(Re)Considering the role of racial/ethnic identity in psychology: A multivariate approach.* 1-hour lecture and discussion with students and faculty. Department of Psychology Colloquium Series, Marquette University, Milwaukee, WI.

**Chavez-Korell, S., & Newell, M.** (2010, April). *Microaggressions, stereotype threat, and perceptual gap.* 2 presentations, 1-1/2 hours, presentation and discussion with Special Education Teachers in Milwaukee Public Schools, Milwaukee, WI.

Newell, M., & **Chavez-Korell, S.** (2010, April). *Understanding racial microaggressions in the classroom.* 2 presentations, 1-1/2 hours, presentation and discussion with Special Education Teachers in Milwaukee Public Schools, Milwaukee, WI.

**Chavez-Korell, S., & White, M.** (2010, April) *Transgender awareness: Social justice for all.* 1 hour presentation and discussion with Students for a Fair Wisconsin, Milwaukee, WI.

**Chavez-Korell, S.** (2010, April). *Examining Latino health in Southeastern Wisconsin: Culture is keeping us healthy.* 1 hour symposium and discussion at 1<sup>st</sup> Annual La Cultura Cura: Empowering Latinos in Higher Education Conference, Latino Student Union - UWM, Milwaukee, WI.

**Chavez-Korell, S., & Newell, M.** (2010, March). *Racial identity: Understanding self in relationship to others.* 1-1/2 hour presentation and discussion with 160 School Psychologists in Milwaukee Public Schools, Milwaukee, WI.

Newell, M., & **Chavez-Korell, S.** (2010, February). *Racial microaggressions: Understanding the power and pain.* 1-1/2 hour presentation and discussion with 160 School Psychologists in Milwaukee Public Schools, Milwaukee, WI.

**Chavez-Korell, S., Alvarado, I. G., & Ortiz, T.** (2009, May). *Mental illness: The unspoken reality (Enfermedad mental: Sufriendo en silencio).* Panel presentation and discussion at the 21<sup>st</sup> Annual Salute to Hispanic Women Luncheon, Milwaukee, WI.

**Chavez-Korell, S., & Johnson, N.** (2004, May). *Inviting and engaging multiple perspectives in the classroom.* Three hour Colloquy Diversity Workshop – Schreyer Institute for Teaching Excellence, The Pennsylvania State University, University Park, PA.

\*Jones, W. T., & **Chavez-Korell, S.** (2003, June). *Agents of change in achieving diversity in electrical and computer engineering research and education.* Two hour workshop presented at the National Science Foundation, Washington, DC.

**OTHER COMMUNITY PARTNERSHIP PROJECTS (not listed elsewhere)**

- Jan. 2013-2015      Project Title: *Los Cuidadores Unidos: United Latino Caregivers*. Project Partners: United Community Center (Community Partner) & Medical College of Wisconsin's Zeno Franco, Ph.D. (Principle Investigator). Project Consultant: Shannon Chavez-Korell.
- Jan. - Aug. 2013      Project Title: *First Nations Students Finding Themselves in the Circle – Pilot Project*. Project Partners: Richanda E. Kaquatosh, Director of First Nations Studies, Milwaukee Public Schools & Shannon Chavez-Korell, Ph.D. (Academic Partner) University of Wisconsin-Milwaukee.

**HONORS AND AWARDS**

***TCP Outstanding Contribution of the Year Award*** (Award presented August 2015), for Major Contribution titled *Ethnic Identity in Latinas/os*, February 2014 issue of *The Counseling Psychologist*. Award presented during the Division 17 Business Meeting held at the 123<sup>rd</sup> Annual Convention of the American Psychological Association, Toronto, Canada.

***Hispanic Professionals of Greater Milwaukee Future Leader Award*** (August 2013). This award recognizes an emerging professional who with less than 10-years in their field is excelling above their peer set. Presented by Hispanic Professionals of Greater Milwaukee.

***Student Success Award*** (2013-2014), for demonstrating a continuous dedication to the academic success of our learners as recognized by University of Wisconsin-Milwaukee students during the MAP-Works Survey. Presented by UWM, Student Success Center, MAP-Works, and the Associate Vice Chancellor for Enrollment Management.

***Professor of the Year Award*** (2011-2012), presented by the Counseling Student Organization, Department of Educational Psychology, University of Wisconsin-Milwaukee.

***Faculty Travel Award*** (NIH Regional Seminar Grant Workshop), Graduate School and Office of Sponsored Projects, University of Wisconsin-Milwaukee (Spring, 2011).

***Mentorship and Education Program in Mental Health Services Research*** (NIMH), University of New Mexico Institute of Social Research, Mentee (2008-2009).

R. Mae Shultz Scholarship, The Pennsylvania State University (2005–2006).

Rodney J. and Vernell A. Reed Graduate Scholarship in Urban Education, The Pennsylvania State University (2004–2005).

Outstanding Graduate Student in College of Education Scholarship, Penn State (2003–2004).

Conrad Frank, Jr. Graduate Fellowship in the College of Education, Penn State (2003–2004).

Holmes-Puksar Graduate Fellowship, The Pennsylvania State University (2002–2004).

Carr Academic Scholarship, Angelo State University (Undergraduate Studies).

Mexican American Student Assoc. Scholarship, Howard College (Undergraduate Studies).

## **SERVICE**

### **National Service:**

#### **Editorial Boards**

*Journal of Counseling Psychology* (2016)

*Journal of Latina/o Psychology* (December 2014 – December 2016)

*The Counseling Psychologist* (January 2014 – December 2016)

#### **Ad-Hoc Reviewer**

*Journal of Career Development*

*Journal of Clinical Psychology*

*Journal of Counseling Psychology*

*Journal of Immigrant and Minority Health*

*Journal of Latina/o Psychology*

*Progress in Community Health Partnerships: Research, Education, and Action*

*Self & Identity*

*Sex Roles: A Journal of Research*

*The Counseling Psychologist*

#### **Leadership**

2008-2012	National Latina/o Psychological Association, Executive Committee. Executive Committee Member: Student Professional Development Coordinator.
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Sept-Nov 2010	Chair, NLPA Student Scholarship Committee, National Latina/o Psychological Association.
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April-Oct 2008	Chair, NLPA Student Scholarship Committee, National Latina/o Psychological Association.
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#### **Other National Service**

2012	Revision Team, Review of the American Psychological Association's Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists (Multicultural Guidelines).
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National Reviewer (Conference Proposals & Scholarships)

2012	Reviewer, National Multicultural Conference & Summit 2013 proposals.
2012	Reviewer, National Latina/o Psychological Association 2012 Conference proposals.
2012	Reviewer, National Latina/o Psychological Association Student Scholarship Committee, National Latina/o Psychological Association.
2008-2011	Program Committee Member, Division 17 – Counseling Psychology, American Psychological Association. Reviewed programming for the 2009, 2010, 2011 & 2012 American Psychological Association's Conventions.
2010	Reviewer, National Latina/o Psychological Association 2010 Conference proposals.
2010	Reviewer, National Multicultural Conference & Summit 2011 proposals.
May 2010	Reviewer, Division 44 – LGBT, American Psychological Association. Reviewed research papers for the Div. 44 Transgender Research Award.
2008	Reviewer, National Latina/o Psychological Association 2008 Conference proposals.
2007	Reviewer, International Counseling Psychology Conference proposals.
2007	Reviewer, American Assoc. of College Teachers Education Conference proposals.

Local & State Service:

May 2010-present	Spotted Eagle Inc. Board of Directors, Board Member & Board Officer. Nominated and appointed to the SEI Board in April 2010. Elected Board Officer-Secretary (2010-2012). Elected Board Officer-Vice Chair & Secretary (2013-14) Elected Board Co-Chair (2014-2015)
2011-2012	Wisconsin CESA #1 Response-to-Intervention Workgroup.
2010, 2013, & 2014	Latino Nonprofit Leadership Program (LNLP), Mentor. Mentee: Rebecca Arrichiello (2010) Mentee: Marisa Hernandez-DeWindt (2013) Mentee: Nadia Lopez (2014)
2007-2010	Wisconsin State Health Plan Committee, Wisconsin's Office of the Governor, Appointed Committee Member.

Spring 2010	Healthiest Wisconsin 2020 State Health Plan, Wisconsin's Priorities to Address Health Disparities. Invited as expert panelist: Minority Health and Data Collection.
2009-present	Urban Indian Wellness Consortium; Milwaukee, WI; Steering Committee & Research Subcommittee.
Fall 2009	Healthiest Wisconsin 2020 Focus Area Strategic Team, Wisconsin State Health Committee. Invited as expert panelist: Mental Health Panel.
2008 & 2009	Great Lakes Native American Research Center for Health (NARCH), Undergraduate Research Mentee: Amileah Stribling-Davis (2008) Undergraduate Research Mentee: Phillip Frame (2009)

**University Service:**

2015 – present	Scholastic Appeals Committee, SOE Representative, UWM Graduate School.
Fall 2014-2016	Chancellor's Advisory Committee for LGBT+ Advocacy, Appointed by the University Committee of the Faculty Senate, UW-Milwaukee.
2015, 2009, 2008	McNair Scholars Mentor, University of Wisconsin-Milwaukee. Undergraduate Student Mentee: Jesus Calvillo (2008) Undergraduate Student Mentee: Ernesto Lira (2009) Undergraduate Student Mentee: Fernando Orozco (2009) Undergraduate Student Mentee: Nancy Muro (Summer 2015)
2013-present	Latino Studies Coordinating Committee, UW-Milwaukee.
2013, Nov. 15	LGBT Resource Center, UWM. Provided 1-hour training to LGBT Resource Center Staff on how to conduct focus group research for program evaluation, community feedback, and program development.
2013, April 19	Inclusive Excellence Center, UWM. Provided 2-hour training to Inclusive Excellence Center Staff on how to conduct focus group research for program evaluation, community feedback, and program development.
2012-Spring 2014	Chancellor's Advisory Committee on Mental Health, Expansion of Campus Resources Subcommittee, UW-Milwaukee.
Spring 2012-2014	Community/University Partnership (CUP) Grants Evaluation Team. Chaired by Cheryl Ajitutu, Interim Associate Vice Chancellor, Academic Affairs and Global Inclusion and Engagement.

Spring 2012	Latino Student Success Initiative: Exito, Task force member. Chaired by Joan Prince, Vice Chancellor, Academic Affairs and Global Inclusion and Engagement.
2011-2013	Developed two online courses focused on multicultural counseling for mental health professionals' continuing education credit (Affirmative LGBT Counseling & Counseling African Americans). School of Continuing Education, University of Wisconsin-Milwaukee.
2009-2011	Advanced Opportunity Program Fellowship, Committee member, University of Wisconsin-Milwaukee.
2009-2010	Steering Group, Think Tank for Policy and Change: Race, Ethnicity and Multicultural Understanding. University of Wisconsin-System Institute for Race and Ethnicity.
Spring 2009	Lesbian, Gay, Bisexual, and Transgender Studies Certificate Advisory Council, College of Letters and Science, Univ. of Wisconsin-Milwaukee.
2008-2009	Latino Studies Coordinating Committee, Univ. of Wisconsin-Milwaukee.
2007-present	Women's Studies Affiliate, University of Wisconsin-Milwaukee.

**School Of Education (SOE) Service:**

2014-2017	Office of the Charter Schools Advisory Committee, Applications Committee, & Evaluation Committee - Dean Appointed Fall 2014.
2012-2013	University of Wisconsin Milwaukee & Milwaukee Public Schools, Partnership Program Workgroup, prospectus development.
July 2012	Professional Development, SOE Process Improvement Work Groups. Conducted a 2-hour presentation and facilitated discussion with SOE & BATO staff on the topic "Working in Groups" (July 12, 2012).
Fall 2010 – 2014	SOE Inclusive Excellence Liaison, Office of the Provost.
Fall 2009-April 2010	SOE Awards Committee.
Dec. 2009–Jan. 2010	SOE Search Committee, Associate Dean for Education Outreach.
2009 – present	Faculty Advisor, Urban Education Doctoral Program Multicultural Studies Specialization.

2008-2009 SOE Marketing Committee, Appointed in Fall 2008.

**Department Service:**

2015 – present Training Director of the Master’s Counseling Program, Department of Educational Psychology.

2013 – present Executive Committee Member, Department of Educational Psychology.

2013 – present Personnel Committee Member, Department of Educational Psychology

2011 – present Program Coordinator, Multicultural Knowledge of Mental Health Practices Certificate Program (Post-Masters Certificate), Department of Educational Psychology, University of Wisconsin-Milwaukee.

2011 – present NCE Campus Coordinator, National Counselors’ Examination (NCE) by the National Board for Certified Counselors.

2009 – present Comprehensive Exams Coordinator, Masters Community Counseling Program, Department of Educational Psychology, School of Education.

**Service to Students:**

Summer 2015 Panelist, McNair Scholars Program, Mentoring Panel.

Fall 2013 Restorative Justice Workgroup, Dean of Students Office, University of Wisconsin-Milwaukee.

2013-Oct. 4 Facilitator for Coffee Talk, a 1-1/2 hour talk held for graduate and undergraduate women. Sponsored by the UWM Graduate School and UWM Women’s Resource Center.

2013-Sept. 13 Keynote Speaker, Lawton Scholars Fall Welcome Reception, University of Wisconsin-Milwaukee.

2013-May 15 Fourth Annual Lavender Graduation, LGBT Resource Center, UWM. Announced graduates and distributed certificates and graduation tassels.

2012-Sept. 19 Discussant for “Intersections: Gender and Multicultural Film Series” sponsored by UWM’s Women’s Resource Center, UWM Union Sociocultural Programming, and UWM Multicultural Student Centers. Bolton Hall Room 196, 1pm-3pm. Films discussed included *Gordita* and *The Big Deal*.



- 10-15-2010 Panelist, Latina Student Networking Reception, Sponsored by UWM Roberto Hernandez Center, Sociocultural Programming, and Women's Resource Center.
- 2009-2010 Faculty Advisor, Multicultural Graduate Student Alliance (MGSA).
- 04-10-2008 Presenter at You@UWM: Multicultural Overnight Event; UWM Office of Admissions.

### **Student Thesis & Dissertation Committee Service:**

#### **Chairperson, Doctoral Dissertation Committees:**

1. **Shelly Komondoros** (Defended May 1, 2012). *The influences of ethnic identity, perceived racism, and acculturation on physical health status among Latino adults*. [Recipient of \$4,000 research grant from UWM's Roberto Hernandez Center]
2. **Soumya Palreddy** (Defended July 11, 2012). *Sports participation among South Asian Americans: The influence of acculturation and value of sport*.
3. **Maureen White** (Defended May 3, 2013). *Resiliency factors among transgender people of color*. [Recipient of UWM'S LGBT Research of the Year Award]
4. **Les T. Johnson** (Defended Nov. 6, 2014). *Transgender college student activists: The intersections of identities*. Ph.D. in Urban Education
5. **Michelle Parisot** (Defended December 2015). *Transitioning into adulthood: Exploring the educational trajectories among undocumented Latinos*.
6. **Marisela Lopez** (In progress; Proposed Spring 2014).
7. **Ernesto Lira** (In progress; Proposed Summer 2014)
8. **Alina Aloma** (In progress; Proposed Summer 2014)
9. **Rachel Reinders** (In progress; Proposed Spring 2015)
10. **Silvia Salas** (Proposal in progress)
11. **Esmeralda Leon Gil** (Proposal in progress)
12. **Nick Lambrou** (Proposal in progress)
13. **Katt Cochran**
14. **Bediha Ipekci**

#### **Chairperson, Master's Thesis Committees:**

1. **April Woods** (Defended April 2010)

#### **Committee Member (non-Chair), Doctoral Dissertation Committees:**

- UWM, Counseling Psychology Doctoral Program: 15 to Date.
- UWM, School Psychology Doctoral Program: 1 to Date.
- UWM, Urban Education Doctoral Program: 1 to Date
- UWM, Nursing: 1 to Date.
- UWM, Clinical Psychology: 2 to Date.
- Marquette University, Doctoral Counseling Psychology: 2 to Date.
- California School of Professional Psychology Alliant University: 1 to Date.

Committee Member (non-Chair), Master's Thesis Committees:

UWM, Master's Community Counseling: 5 to Date.

UWM, Master's Clinical Psychology: 1 to Date.

Committee Member (non-Chair), UWM Undergraduate Thesis Committees:

UWM, Psychology Undergraduate Thesis: 2 to Date.

**TEACHING (\*typical courses taught at UWM)**

\*Introduction to Community Counseling (Masters Graduate Counseling Class);

\*Group Counseling (Masters Graduate Counseling Class);

\*Multicultural Counseling (Masters Graduate Counseling Class);

Counseling Children and Adolescents (Masters Graduate Counseling Class);

Practicum 1 – Community Counseling (Masters Graduate Counseling Class);

Advanced Doctoral Practicum (Ph.D. Course);

Family Systems (Masters Graduate Counseling Class);

Counseling Theories (Masters Graduate Counseling Class);

\*Multicultural Guidelines and Ethics Overview (Graduate Certificate Program);

\*Multicultural Guidelines: Working with LGBT Clients (Graduate Certificate Program);

\*Multicultural Guidelines: Working with African Americans (Graduate Certificate Program);

\*Multicultural Guidelines: Working with Latinos (Graduate Certificate Program);

Qualitative Research (Undergraduate &amp; Graduate Level Course);

Advanced Multicultural Psychology (Ph.D. Course);

Supervision and Consultation (Ph.D. Course);

Ethics in Counseling Psychology (Ph.D. Course).

**PROFESSIONAL APPOINTMENTS****June 2013-present     Associate Professor (with Tenure)**

University of Wisconsin – Milwaukee

Department of Educational Psychology; Milwaukee, WI

**2007-2013             Assistant Professor (Tenure Track)**

University of Wisconsin – Milwaukee

Department of Educational Psychology; Milwaukee, WI

**2005-2006             Pre-doctoral Psychology Internship**

Suffolk University Counseling Center (APA Accredited)

Boston, MA

**2004-2007             Diversity Planning Analyst (Contract)**

The Pennsylvania State University; University Park, PA

Office of the Vice-Provost, Educational Equity

<b>2004-2005</b>	<b><u>University Counselor – Graduate Assistantship</u></b> The Pennsylvania State University, University Park, PA Counseling and Psychological Services
<b>2003-2004</b>	<b><u>University Counselor – Doctoral Practicum</u></b> The Pennsylvania State University, University Park, PA Counseling and Psychological Services
<b>2003</b>	<b><u>Career Counselor – Doctoral Practicum</u></b> The Pennsylvania State University, University Park, PA MBNA Career Services Center
<b>2002-2003</b>	<b><u>Clinic Counselor - Doctoral Practicum</u></b> The Pennsylvania State University, University Park, PA CEDAR Clinic
<b>2000-2002</b>	<b><u>Social Science Research Associate</u></b> University of Texas Health Science Center at San Antonio, TX Department of Psychiatry Division of Schizophrenia and Related Disorders
<b>2002</b>	<b><u>Adjunct Faculty Member</u></b> Northwest Vista College; Department of Psychology; San Antonio, TX
<b>2000-2002</b>	<b><u>Individual, Group, &amp; Family Therapist (Weekend Contract)</u></b> Southwest Mental Health Center (Southwest Neuropsychiatric Hospital for Children and Adolescents); San Antonio, TX
<b>2000-2001</b>	<b><u>Community Counselor, Master's Practicum</u></b> San Antonio Gay and Lesbian Community Center; San Antonio, TX
<b>1998-2000</b>	<b><u>Case Manager / Mental Health Worker III</u></b> Southwest Mental Health Center (Southwest Neuropsychiatric Hospital for Children and Adolescents); San Antonio, TX
<b>1996-1998</b>	<b><u>Police Dispatcher (Emergency Services)</u></b> Angelo State University Police Department; San Angelo, TX
<b>1995</b>	<b><u>Hospital Health Aid</u></b> Chaplain Services; Department of Veterans Affairs Medical Center; Big Spring, TX