

STEVI IBONIE

Positive Emotion and Psychopathology Laboratory
University of Colorado Boulder
345 UCB, 1900 Colorado Avenue
Boulder, CO 80309

Email: stevi.ibonie@colorado.edu; (720) 295-7870

Last revision May 5th 2023

EDUCATION

- 2021-present **University of Colorado, Boulder**
Ph.D. Candidate, **Clinical Psychology**
- 2022 **University of Colorado, Boulder**
M.A., **Psychology**
- 2019 University of California, Santa Barbara
B.A. **Psychology**, Minor Applied Counseling, Clinical, and School Psychology
Graduated With Honors
- 2018–2019 **Utrecht University, the Netherlands**
Faculty of Social and Behavioural Sciences
Semester Study Abroad Program
- 2012–2015 **Ohlone Community College**

AWARDS & FELLOWSHIPS

- 2023 Sheryl R. Young Memorial Fellowship (\$4000)
- 2023 Peter G. Ossorio Award (\$1000)
- 2023 Ptolemy Beverly Sears Graduate Student Award (\$1500)
- 2022 Graduate and Professional Student Government Travel Grant Awardee (\$300)
- 2021 Graduate School Diversity Recruitment Fellowship
- 2021 On the Spot Staff Award, University of Colorado Boulder
- 2018 Institute of International Education Generation Study Abroad Travel Grant
- 2018 University of California Education Abroad Program Promise Award
- 2018 New Zealand Travel Award Scholarship
- 2017–18 Deans List, College of Letters and Science, University of California, Santa Barbara
- 2015–18 Pell Grant Recipient, University of California, Santa Barbara

PUBLICATIONS

Peer-Reviewed Manuscripts

Ibonie, S. G., Young, G., Ploe, M. L., Mauss, I. B., Alloy, L., Bavel, J. V., Borelli, J. L., Bullock, B., Holley, S. R., Jopling, E., Kamble, S., LeMoult, J., Mason, L., Moriarty, D., Nusslock, R., Okuma, A., Rutledge, R. B., Strauss, G., Villanueva, C. M., & Gruber, J. (in-prep) Associations Between Bipolar Risk with Social Networks Dimensions in Emerging Adults: two social sides of bipolar disorder.

Ploe, M. L., Berluti, K., **Ibonie, S. G.**, Villanueva, C. M., Marsh, A. A., & Gruber, J. (2023). Psychopathy and Associations with Reward Responsiveness and Peer Relationships in Emerging Adults. *Journal of Research in Personality*. <https://doi.org/10.1016/j.jrp.2023.104357>.

Villanueva, C. M., **Ibonie, S.**, Jensen, E., Eloy, L., Quidbach, J., Bryan, A., D'Mello, S., Gruber, J. (under review). Emotion Differentiation and Bipolar Risk in Emerging Adults Before and During the COVID-19 Pandemic. *Journal of Emotion and Psychopathology*. <https://doi.org/10.31234/osf.io/xya43>

Preece D. A., Becerra R., Sauer-Zavala S., Gruber J., Boyes M., McEvoy P., Villanueva C. M., **Ibonie S.**, Hasking P., Gross J. (2021). Assessing Emotion Regulation Ability for Negative and Positive Emotions: Psychometric Properties of the Perth Emotion Regulation Competency Inventory (PERCI) in United States Adults. *Journal of Affective Disorders*, 291(1), 556-567. doi: [10.1016/j.jad.2021.07.055](https://doi.org/10.1016/j.jad.2021.07.055)

Book Chapters

Ibonie, S. G., & Gruber, J. (invited submission, in-prep). Positive Affect Dysregulation in Adolescent Bipolar Disorder. L. B. Alloy & R. Nusslock (Eds.). *Adolescent Bipolar Disorder: Mechanisms and Treatments*. Springer.

Gruber J., Youngstrom E., Stanton K., Cosgrove V., Villanueva C. M., Dodd A., Murray G., Nusslock R., **Ibonie S.**, Dutra S. J., & Meyer T. (2023). Mania and Bipolar Disorders. R. F. Krueger & P. H. Blaney (Eds.). *Oxford Textbook of Psychopathology* (4th ed.). Oxford University Press.

Published Abstracts

Preece, D. A., Becerra, R., Sauer-Zavala, S., Boyes, M., McEvoy, P., Villanueva, C. M., **Ibonie, S.**, Gruber, J., Hasking, P., & Gross, J. J. (2021). Assessing emotion regulation ability for negative and positive emotions: Psychometric properties of the Perth Emotion Regulation Competency Inventory (PERCI) in United States adults. *Affective Science*.

Stull, A. T., Fiorella, L., Similuk, R., **Ibonie, S.**, Mayer, R. E. (2019). Effects of Instructor Presence in Video Lectures: Rapport, Attention, and Learning. *CogSci 2019 Papers*.

Pre-Registered Projects

Young, G., Gruber, J., Mauss, I., **Ibonie, S.**, Jopling, E. (In-prep). Mental Health and Well-Being Before and During the COVID-19 Pandemic: A Multi-Site Longitudinal Study. <https://osf.io/mwdkf>

CONFERENCE POSTERS

Ibonie, S. G., Villanueva, C. M., Reddan, M. C., Rosa, L., Hargrove, R., Weinstock, L. M., Wager, T. D., Zaki, J., & Gruber, J. (under review). *Distinct Facets of Prosocial Behavior in Bipolar and Unipolar Mood Disorders: Associations with concurrent and prospective mood symptom severity and functioning*. Poster submitted to 2023 Society for Research in Psychopathology (SRP) Annual Conference, St. Louis, MO.

- Ibonie, S. G.**, Villanueva, C. M., Reddan, M. C., Rosa, L., Hargrove, R., Weinstock, L. M., Wager, T. D., Zaki, J., & Gruber, J. (under review). *Prosocial Behaviors Across Mood Disorder Profiles*. Poster submitted to 2023 Association for Behavioral and Cognitive Therapies (ABCT) Annual Conference, Seattle, WA.
- Villanueva, C. M., Rosa, L., Czar, J., Alvarez, M., Kathuri, T., Avalos, M., **Ibonie, S. G.**, Reddan, M. C., Weinstock, L., Carter, R. M., Wager, T. D., Zaki, J., & Gruber, J. (under review). *A narrative approach to assessing emotion language in bipolar and major depressive mood disorders: Group differences and associations with clinical outcomes*. Poster submitted to 2023 Society for Research in Psychopathology (SRP) Annual Conference, St. Louis, MO.
- Ibonie, S. G.**, Young, G., Ploe, M. L., Mauss, I. B., Alloy, L., Bavel, J. V., Borelli, J. L., Bullock, B., Holley, S. R., Jopling, E., Kamble, S., LeMoult, J., Mason, L., Moriarty, D., Nusslock, R., Okuma, A., Rutledge, R. B., Strauss, G., Villanueva, C. M., & Gruber, J. (September, 2022). *A Tale of Two Social Sides? Bipolar Disorder Risk and Social Network and Connection Dimensions in a Multi Site Sample of Emerging Adults*. Society for Research in Psychopathology (SRP) Conference Poster Session, Philadelphia, PA.
- Hargrove, R., Young, G., Mauss, I. B., Ford, B., Alloy, L., Borelli, J. L., Bullock, B., Holley, S. R., **Ibonie, S. G.**, Kamble, S., LeMoult, J., Mason, L., Moriarty, D., Nusslock, R., Okuma, A., Rutledge, R., Strauss, G., Villanueva, C. M., Weinstock, L. & Gruber, J. (September, 2022). *Suicidal ideation and bipolar disorder risk and mood severity in emerging adults*. Society for Research in Psychopathology (SRP) Conference Poster Session, Philadelphia, PA.
- Jopling, E., Jameson, T., Gruber, J., Young, G., Mauss, I. B., Alloy, L., Borelli, J. L., Bullock, B., Holley, S. R., **Ibonie, S. G.**, Kamble, S., Mason, L., Moriarty, D., Nusslock, R., Okuma, A., Rutledge, R. B., Strauss, G., Van Bavel, J., LeMoult, J. (September, 2022). *Understanding Resilience in Emerging Adults Across the COVID-19 Pandemic: An International Multi-Site Study*. Society for Research in Psychopathology (SRP) Conference Poster Session, Philadelphia, PA.
- Villanueva, C. M., Joachimsthaler, J., Young, G., Mauss, I. B., Weinstock, L. M., Ford B. Q., Alloy, L., Borelli, J. L., Bullock, B., **Ibonie, S. G.**, Jopling, E., Kamble, S., LeMoult, J., Holley S., Mason, L., Moriarty, D., Nusslock, R., Okuma, A., Rutledge, R. B., Strauss, G., Van Bavel, J., & Gruber, J. (September, 2022). *Associations Between Happiness Beliefs and Mania and Depression Severity: Multi-Site Comparison of Latinx, Asian and White Emerging Adults*. Society for Research in Psychopathology (SRP) Conference Poster Session, Philadelphia, PA.
- Gardinier, S., **Ibonie, S. G.**, Villanueva, C. M., Ploe, M. L., Avalos, M., Boyce, R., Kizeev, G. & Gruber, J. (April, 2022). *Examining associations between happiness experience and beliefs with social networks in emerging adults at CU Boulder*. University of Colorado Undergraduate Research Day, Boulder, CO.
- Hargrove, R., Young, G., Mauss, I. B., Ford, B., Alloy, L., Borelli, J. L., Bullock, B., Holley, S. R., **Ibonie, S. G.**, Kamble, S., LeMoult, J., Mason, L., Moriarty, D., Nusslock, R., Okuma, A., Rutledge, R., Strauss, G., Villanueva, C. M., Weinstock, L. & Gruber, J. (April, 2022). *Suicidal ideation and bipolar disorder risk and mood severity in emerging adults*. University of Colorado Undergraduate Research Day, Boulder, CO.
- Jopling E., Jameson, T., Gruber, J., Young, G., Mauss, I. B., Alloy, L., Borelli, J. L., Bullock, B., Holley, S. R., **Ibonie, S. G.**, Kamble, S., Mason, L., Moriarty, D., Nusslock, R., Okuma, A., Rutledge, R.

B., Strauss, G., Bavel J. V., & LeMoult, J. (May, 2022). *Understanding Resilience in Emerging Adults Across the COVID-19 Pandemic: An International Multi-Site Study*. Association for Psychological Science (APS) Conference Poster Submission.

Feinstein, B., Gruber, J., Young, G., Mauss, I. B., Ford, B., Alloy, L., Borelli, J. L., Bullock, B., Holley, S. R., **Ibonie, S. G.**, Kamble, S., LeMoult, J., Mason, L., Moriarty, D., Okuma, A., Rutledge, R., Strauss, G., Bavel, A. V., Weinstock, L., & Nusslock, R. (May, 2022). *Reward Responsivity and Emotion Control Beliefs Are Independently, but Not Interactively, Associated with Symptoms of Depression in a Multi-Site Investigation*. Association for Psychological Science (APS) Conference Poster Submission.

Barrick, E. M., Mildner, J., **Ibonie, S.**, Tamir, D. I., Gruber, J. (2021, September). The dynamics of spontaneous thought during mania facilitate creativity among emerging adults. Poster presented at the 34th Annual Meeting of the Society for Research in Psychopathology, Virtual Conference.

Ibonie, S. G., Ploe, M. L., Villanueva, C. M., Silverman, L., & Gruber, J. (2020, December). *A positive social side of bipolar disorder? Examining associations between social networks and connectedness with bipolar risk and mood disturbance dimensions among first-year college students*. Special Interest Group (SIG) for Bipolar Disorder, Association for Behavioral and Cognitive Therapies (ABCT), Philadelphia, PA. (virtual conference).

Stull, A. T., Fiorella, L., Similuk, R., **Ibonie, S.** & Mayer, R. E. (2020, April) *Effects of an Instructor's Presence on Student Learning From Video Lectures* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vmgftkh> (Conference Canceled).

Stull, A. T., Fiorella, L., Similuk, R., **Ibonie, S.**, Mayer, R. E. (2019, July). *Effects of Instructor Presence in Video Lectures: Rapport, Attention, and Learning*. Poster Presented at Cogsci 2019: The 41st Annual Meeting of the Cognitive Science Society, Palais des Congrès de Montréal, Montreal, Canada.

Ibonie, S., Similuk, R., Stull, A. T., & Mayer, R. E. (2018, May). *Pay Attention!: Affordances of Social Cues when Learning from Video Lectures*. Poster Presented at the Undergraduate Research Colloquium at the University of California, Santa Barbara (UCSB), Santa Barbara, CA.

VERBAL TALKS AND PRESENTATIONS

Ibonie, S. G. (2023, March). *Tale of Two Social Sides? Associations of Bipolar Spectrum Risk with Social Network Dimensions in Emerging Adults*. Talk Presented for the Clinical Psychology Program Professional Development Seminar, United States, Boulder Colorado.

Ibonie, S. G. (2023, September). *Tale of Two Social Sides? Associations of Bipolar Spectrum Risk with Social Network Dimensions in Emerging Adults*. Master's Defense, United States, Boulder Colorado.

Ibonie, S. G. (2022, April). *Social connection and conflict in emerging adults at risk for bipolar disorder*. Talk Presented at the University of Colorado Boulder 41st Annual Ekstrand Mini-Convention, , United States, Boulder Colorado.

Ibonie, S. G. (2021, December). *A Positive Social Side of Bipolar Disorder?: BD Risk and Social*

Relationships. Talk Presented at Gruber Positive Emotion Lab Meeting, United States, Boulder, Colorado, December 2021.

Gruber J., Young G., LeMoult J., Borelli L. J., Nusslock R., Mason L., Rutledge R., Alloy L., Bullock B., Kamble S., Jopling E., **Ibonie S. G.**, Holley S. R., Moriarty D., Munsinger J., Pfeifer J. H., Strauss G., Bavel J. V., Weinstock L., Villanueva C. M., & Mauss I. B. (2021, September). *Affective Predictors of Psychological Health Changes in Emerging Adults Before and During the COVID 19 Pandemic: A Multi-Site Longitudinal Natural Experiment*. Symposium Presentation at the 2021 Society for Research in Psychopathology (SRP) conference, United States (Online).

Ibonie, S. G., Ploe, M. L., Kizeev, G., Villanueva, C. M., Silverman, L., Gruber, J. (2021, April). *Positive Social Side of Bipolar Disorder Social Networks and Mania Risk and Symptoms in College Students*. Thematic Flashtalk Presented at the 2021 Society for Affective Science Annual Conference, United States (Online).

Villanueva C. M, **Ibonie, S.**, Jensen E., Eloy L., D’Mello S., & Gruber, J. (2021, April). *Emotion Differentiation in Young Adults at Risk for Bipolar Disorder Disturbance During the First Year of College*. Thematic Flashtalk Presented at the 2021 Society for Affective Science Annual Conference, United States (Online).

Preece, D. A., Becerra, R., Sauer-Zavala, S., Boyes, M., McEvoy, P., Villanueva, C., **Ibonie, S.**, Gruber, J., Hasking, P., & Gross, J. J. (2021, April). *Assessing emotion regulation ability for negative and positive emotions: Psychometric properties of the Perth Emotion Regulation Competency Inventory (PERCI) in United States adults*. Paper presented at the 2021 Society for Affective Science Annual Conference, United States (Online).

SERVICE

PROFESSION SERVICE

2023 – present **The Coalition for the Advancement of Application of Psychological Science**
Membership in the [CAAPS](#) umbrella organization which aims to promote science, reduce the burden of mental illness and foster well-being in communities. In this organization I serve on two committees including (1) *Increasing Community-Based Participatory Research* and (2) *Increasing Understanding and Value of Community-Engaged Clinical Research and Training*.

2023 – present **Boulder Faculty Assembly: Student Affairs Committee Student Representative**
Graduate student representative on the BFA SAC which aims to improve wellbeing and remove barriers to success for CU Boulder students. Missions of the organization include fostering sense of belonging in the CU campus community, implementing tools to bolster the development and welfare of students, address mental health challenges, decrease barriers to accessing mental health and wellness resources, and overall enhancing student experience. The committee meets monthly with faculty and student representatives from interdisciplinary departments across campus.

DEPARTMENT SERVICE

2021 – present **Psychologists Advocating for Systemic Training in Antiracism**
Membership in the clinical psychology PhD student led group ([PASTA](#)) which

includes participating in discussions about how to foster an inclusive and equitable clinical program for graduate and undergraduate students. Weekly meetings with other members where relevant articles about multicultural perspectives in clinical psychology and anti-racism are read and discussed, students communicate with each other about ideas to create a more inclusive and welcoming environment within the program, and collaboration with other departments and faculty to make tangible steps towards these efforts. Specifically, I work with two committees (1) *Teaching and Mentoring BIPOC Undergraduates* and (2) *Supporting and Mentoring BIPOC Graduate Students*. Here, I work with a team to host events and opportunities for undergraduate students in the psychology department to get advice about how to apply to graduate school, CV and cover letter help, and drop-in hours where they can get more one-on-one assistance, and coordinate the graduate student mentorship program

JOURNAL REVIEWING

2022 – present Ad Hoc Reviewer: *Journal of Emotion and Psychopathology*

COMMUNITY ENGAGEMENT

4/6/2023

[Paths to Being a Therapist Panel](#)

In collaboration with four other PhD students in the student driven campus group *Psychologists Advocating for Systemic Training in Antiracism* (PASTA) we hosted a panel with seven invited therapists from different degree backgrounds, including a Licensed Clinical Mental Health Counselor, Marriage and Family Therapist, Psychiatric Nurse Practitioner, Licensed Clinical Social Worker, and Clinical Psychologist from each a PhD, PsyD, and Counseling PhD backgrounds.

02/22/2023

[Graduate School Talk](#)

By invitation sat on the annual Grad Talk panel hosted by the CU Boulder Undergraduate Psychology Club. Discussed experience deciding which career path to pursue and demystified the process of getting involved in research, to prepare for graduate school application.

02/10/2023

Diversity Panel

Hosted and participated in a panel geared towards clinical psychology PhD program candidates on the in-person recruitment day. With a group of fellow panelists, presented slides related to department and program initiatives related to Diversity, Equity, and Inclusion and held a Q&A portion answering candidate questions related to DEI concerns.

12/08/2022

Interviewing for Clinical Psychology PhD Programs, Panel and Q&A

Hosted and sat on a panel focused on the clinical psychology PhD program interview process alongside several other current PhD students in the clinical psychology department. Acted as the panel moderator during the Q&A segment.

09/23/2022

Q&A Panel: Boosting Student Engagement & Best Practices for Teaching

In collaboration with the CU Boulder Center for Teaching and Learning (CTL) I was invited to speak on a panel focused on student engagement across a variety of classroom settings. The panel was in Q&A format where attendees were able to ask

questions and we discussed a variety of teaching scenarios and ways to foster student involvement, boost student motivation, and assert healthy boundaries as a teaching assistant (e.g., office hours, email policies) for undergraduate class settings.

8/24/2022

Q&A Panel: Applying to Clinical Psychology PhD Programs

With the *Psychologists Advocating for Systemic Training in Antiracism* (PASTA) group at CU Boulder, I helped organize, moderated the chat for, and participated in a panel preparing prospective clinical psychology applicants for the application process, from deciding if clinical psychology is a good fit for them to application key steps like requesting recommendation letters, choosing which schools to apply to, keeping organized, and writing personal statements.

3/8/2022

Q&A Panel: Securing a Research Position After Undergrad

In collaboration with *Psychologists Advocating for Systemic Training in Antiracism* (PASTA) and PsiChi Honors Society, hosted and participated in a panel aimed towards all undergraduate psychology students at the University of Colorado, Boulder. Coordinated with PsiChi organizers, faculty representatives, department staff, and other graduate students from various departments to host an in-person panel presenting on how undergraduates from different backgrounds may pursue graduate school. Created slides, gave a verbal presentation to ~40 student attendees, and answered Q&A questions.

TEACHING EXPERIENCE

Teaching Positions

2021 – 2022

Psychology and Neuroscience Departmental Tutor

Tutoring Position

Departmental tutor for the Psychology and Neuroscience Department at CU Boulder, offering free tutoring to students for the General Psychology, Research Methods in Psychology, and Psychological Statistics courses.

Spring 2023

Abnormal Psychology

Grader Position

Graduate student grader for abnormal psychology. Responsibilities includes grading exams, both in digital and pencil and paper format, and communicating with the course professor about students' exams and grading questions.

2022

Human Emotion

Grader Position

Graduate student grader for Human Emotion psychology course. Responsibilities includes grading exams and weekly discussion assignments and communicating with the course professor about students' exams and homework responses.

2021 – 2023

Research Methods in Psychology

Teaching Assistant

Taught undergraduate research methods laboratories in which students applied lecture class concepts hands-on by developing and completing their own research project in groups. Walked students through the research process including literature

reviewing, formulating hypotheses, collecting data, analyzing results, writing two research papers, and presenting research findings to the rest of the class. Taught two two-hour classes per week. Fall 2021, Spring 2022, and Spring 2023. [See FCQ ratings attached.](#)

Spring 2022

Abnormal Psychology

Teaching Assistant

Provided teaching assistance for undergraduate Introduction to Abnormal psychology. Held office hours in which I taught course material and engaged with students.

Workshop Experience

Fall 2021

Center for Teaching & Learning Fall Intensive

Joined a three-day teaching intensive training where I attended workshops on topics centered on promoting ideal teaching and learning conditions in the classroom.

Workshops attended included the following:

- Accommodations for All
- Best Practices for Promoting Student Mental Health and Wellness
- Classroom Management with the Office of Institutional Equity and Compliance
- Disability Access: What You Need to Know as an Instructor
- Introduction to Canvas
- Transitioning Roles: What to Expect as a First-Time Teaching Assistant
- Using Humor in the Classroom

Other Relevant Teaching Experience

Spring 2023

Video Teaching Consultation

Was observed teaching a Research Methods class by my graduate program's Center for Teaching and Learning Lead Graduate Fellow. We met before the teaching observation to discuss goals for the lesson including (1) boosting engagement with students, (2) teaching information literacy, and (3) apply research to 'real world' use through in-class exercises. The Graduate Fellow observed my lesson and we met once more to discuss how it went and feedback. [See Pre-consultation Template \(attached\) Page 3 "Sarah Notes" for feedback from observation.](#)

Fall 2022

Q&A Panel: Boosting Student Engagement & Best Practices for Teaching

In collaboration with the CU Boulder Center for Teaching and Learning (CTL) I was invited as a panelist on a talk focused on student engagement across a variety of classroom settings. The panel was in Q&A format where attendees were able to ask questions and we discussed a variety of teaching scenarios and ways to foster student involvement, boost student motivation, and assert healthy boundaries as a teaching assistant (e.g., office hours, email policies) for undergraduate class settings.

2023-2024

Center for Teaching and Learning Lead Graduate Fellow

Accepted as the Lead Graduate Teaching Fellow for University of Colorado Boulder's Psychology and Neuroscience department for the 2023-2024 academic year. Responsibilities will include working with graduate student teachers in and

outside of the psychology department to facilitate academic leadership through promoting and leading teaching workshops, facilitating Video Teacher Consultations for other graduate students to scaffold self-reflection on teaching, attending an intensive teaching retreat, pursuing the CU Boulder Certificate in College Teaching, and collaborating with other Lead Graduate Fellows to create and lead an interdisciplinary workshop.

MENTORSHIP EXPERIENCE

- Spring 2022 **Undergraduate Research Day Poster**
Mentored a Research Assistant in my lab to complete her own research project (Gardinier et al., 2022) and present a poster on the associations between happiness and social networks at the Psychology Department's Spring 2022 Undergraduate Research Day. Assisted the student in the whole research process from literature review, data cleaning, analysis in R, conceptualizing the results, and creating and presenting her poster.
- 2022-present **Graduate Peer-Mentor**
Mentoring a first-year graduate student in my Clinical Psychology Program. We meet as-needed and I answer my mentee's questions as they arise.
- 2021-present **Ad-Hoc Undergraduate Mentor**
Through the on-campus group Psychologists Advocating for Systemic Training in Antiracism (PASTA) Group I offer free advising to undergraduate students about pursuing graduate school in Psychology. Students fill out a QR code based survey and I meet with them as-needed to discuss their career options, answer their questions, help edit their CV's, resumes, and cover letters, and more.

RESEARCH EXPERIENCE

- 2019–2021 **Full-Time Professional Research Assistant/Laboratory Manager**
Positive Emotion and Psychopathology Lab
University of Colorado Boulder
Mentor/PI: June Gruber, Ph.D.
- **General Lab Maintenance:** Kept the laboratory space clean and organized, managed lab calendars and meeting schedules, sent regular weekly update emails to keep lab members informed about weekly meetings and lab news, managed Slack message boards, and facilitated communication and community between lab members in-person and remotely.
 - **Research Coordination for Experimental Psychopathology Studies:** Coordinated and implemented multiple study protocols with clinical populations (bipolar I disorder, major depressive disorder), recruitment and scheduling of study participants, data collection using experimental software (Medialab, Eprime, MatLab) and psychophysiology measures (MindWare), IRB protocol maintenance and submission, led and ran testing in multiple experimental sessions, responsible for data management (including data backup, transference, storage, entry, and organization), programmed surveys (Qualtrics) and experience-sampling studies (ExpiWell), and co-developed and implemented remote options for running in-person study sessions during the COVID-19 pandemic

- **Clinical Interviewing Experience:** Conducted clinical symptom screening measures (QIDS-C, CARS-M), training on diagnostic clinical interviewing (SCID-5), functioning (GAF), and cognitive functioning measures (WAIS-IV, MMSE) with clinical mood-disordered populations (bipolar I disorder, major depressive disorder) in experimental and remote-based settings.
- **Psychophysiology Experience:** Attached physiological equipment to participants to measure psychophysiological data during study sessions including skin conductance (GSC), temperature (SKT), heart rate (EKG), and respiration.
- **Running fMRI Study Sessions:** Ran study neuroimaging sessions for a multi-site R01 study (with Drs. Jamil Zaki, Tor Wager, and McKell Carter) on a 3.0 Tesla Siemens MAGNETOM Prismafit scanner at the Center for Innovation and Creativity independently and trained research assistants to help run sessions. Involved reviewing consent with participants, running through strict safety measures and protocol, running the fMRI scan experimental tasks, explaining instructions to participants, answering questions, and monitoring participants while they are in the scanner; taking notes on the experimental sessions and diligently tracking participant progress; and troubleshooting MRI issues as they occurred.
- **Psychophysiological Testing:** Ran study psychophysiological sessions during in-person behavioral visits. Hooked up participants to skin conductance (GSC), heart rate (EKG), and temperature (SKT) assessing equipment and monitored the participants' physiological signals while they participated in study sessions. Explained physiological equipment to participants and ran experimental sessions ensuring quality of physiological data and participant comfortability.
- **Data Cleaning and Analysis:** Data cleaning, maintenance, organization, and analysis using SPSS statistical software. Cleaned and coded large datasets in SPSS to ensure quality of data.
- **Clinical Recruitment Coordinator:** Managed all aspects of recruitment for several study protocols. Recruited by means of reaching out to individuals in the community (mental health centers, individual vendors, organization leaders, University department heads, etc.) over the phone and by email, made, printed, and distributed flyers (in-person on campus and by mail), emailed listservs with study information to share, posted study information on social media. Managed recruitment tracking logs and oversaw research assistants helping with recruitment approaches.
- **Training and Research Assistant Managing:** Recruited, interviewed, and trained Research Assistants in relation to specific lab activities, oversaw training and assisted with problem-solving, and co-supervised and communicated Research Assistant progress with the P.I.

Project Involvement Details

1. ***The Mood and Social Cognition (MASC) Study:*** A multi-site R01 study (in collaboration with Drs. Jamil Zaki (Stanford University), Tor Wager (Dartmouth College), and McKell Carter (University of Colorado Boulder) aimed to investigate emotion cue integration and biases in this process among clinical populations (focusing on bipolar disorder and major depression) and emerging adults, using functional magnetic resonance imaging.
2. ***Examining Milestones in Emotion Regulation, Growth, and Education (EMERGE) During the Transition to College:*** A multi-site study examining the growing mental health crisis seen in college students, by investigating various factors of well-being and emotional health (e.g.

psychological and behavioral difficulties and risk factors, substance abuse, decision-making patterns, social functioning, etc.) cross-sectionally within first-year incoming college students, and longitudinally with continuing second-year students during the COVID-19 pandemic. This project is in collaboration with the University of Colorado Boulder Office of Undergraduate Education, the University Exploration and Advising Center, the Center for STEM Learning, the College of A&S Academic Advising Center, and the Office of Data Analytics.

2017–2019 **Research Assistant**

CALM Program

University of California, Berkeley

Mentor/PI: Sheri Johnson, Ph.D.

- **Eye Tracking:** Using Tobii Studio, set up, calibrated, and recorded eye-tracking data with clinical and non-clinical group participants. Explained the eye-tracking mechanism to participants, gave instructions for the experiment and monitored participants while they completed eye-tracking tasks.
- **Psychophysiological Testing:** Using MindWare and Biolab software prepared and attached GSR sensors to participants and monitored skin conductance (GSC) signals with both clinical and non-clinical populations.
- **Clinical Phone Screening and Scheduling:** Explained and obtained consent from participants and conducted over the phone SCID-based assessments with potential study participants to assess for clinical levels of depression, anxiety, bipolar disorder, schizophrenia, and other clinical diagnoses, major medical and psychiatric conditions, pharmacotherapy, demographic information, medical and mental health treatment history, current mood and behavioral difficulties, substance use and abuse, fMRI safety, and exclusionary study criteria.
- **Running Experimental Study Sessions:** Ran experimental study sessions, explaining and implementing study procedures including stress inducing speech and computer game based tasks.
- **Creating and Managing Surveys on Qualtrics:** Programmed an 8-module survey to teach aggression and self-harm prevention and emotion reactivity management skills to adolescent and young adults, and assess current psychological state using various scales (ATS, BPAQ-SF, PHQ-9, OAS2-CFA, PET, etc.)
- **Participant check-ins:** Checking-in with participants over the phone and by email to conduct follow-up assessments of study progress and module completion.

Project Involvement Details

1. ***The Approach Motivation and Cognitive Control:*** A study investigating how thoughts and motivations affect and influence self-control and behaviors in clinical populations, using multi-modal approaches including physiological and brain imaging measures.
2. ***The Cal Anger Study:*** A study aimed at teaching anger management and coping strategies to adolescents between the ages of 15-18 years old who struggle with appropriate anger responses. This study took place over the course of 4 weeks and participants were followed up with at the end of the program. Study treatment sessions took the form of online surveys and participants completed over the phone assessments of mood and behavior.

2017–2018 **Research Assistant**

Mayer Lab
University of California, Santa Barbara
Mentors/PIs: Andrew Stull, Ph.D., Richard Mayer, Ph.D.

- **Eye Tracking:** Using a Tobii eye tracking machine, set up, calibrated, and ran study sessions with participants. Monitored participants' progress over study sessions and made detailed note of accuracy of the eye tracking equipment.
- **Running Experimental Measures:** Explained and obtained consent from college student participants, explained the study procedures, ran in-person experimental eye tracking sessions in which participants completed physics and/or chemistry questionnaires after brief lessons, and debriefed and compensated study participants.
- **Data Coding and Cleaning:** Cleaned and coded hard-copy qualitative survey response data measuring learning outcomes of physics and chemistry lessons into quantitative digital data to allow for data analysis in SPSS. Coded eye tracking data using Tobii eye tracking event and behavioral coding software.
- **Managed SONA Subject Pool:** Scheduled and communicated with study participants using the online SONA subject pool for undergraduate students at UC Santa Barbara and appointed credit, excused absences, or unexcused no-shows as appropriate to participants.
- **General Lab Upkeep:** Scanned and uploaded participant folder contents into digital formats and properly stored the hard copy information, created blank participant folders when needed, kept an organized log of participants ran and notes on each participant, and assisted with study recruitment.
- **Research Assistant Training:** Assisted in the onboarding and training of new research assistants.

Project Involvement Details

1. ***Spatial Reasoning and Learning in the STEM fields:*** A study (in collaboration with Dr. Logan Fiorella at University of Georgia) investigating multimedia learning approaches and how variability in instructors' presence affects learning outcomes. Specifically this study investigated how instructor's visibility, eye contact, and dynamic use of drawing influenced students' retention and learning outcomes.
2. ***Learning from Online Lectures in STEM: Using Multimedia Principles and Fostering Social Agency with Transparent Whiteboards:*** A study (in collaboration with Dr. Logan Fiorella at University of Georgia) which aimed to improve undergraduate students' learning outcomes by altering the design of traditional whiteboard to allow instructors to face students while teaching, testing a main hypothesis of multimedia learning theory. This study evaluated the efficacy of using such instructional mechanisms to improve student learning.
3. ***Independent Project on Instructor Social Cue Integration and Learning Outcomes:*** An independent research project I co-coordinated (in collaboration with Rebecca Similuk) aimed to investigate how instructors' social cues (eye gaze, hand gestures, and body orientation) reinforce students' learning outcomes when they happen congruently (e.g. pointing and eye gaze at the same time) or alternately hinder learning by splitting attention during incongruent social cues (e.g. pointing at something but gazing and facing in a different direction).

2017–2018 **Research Assistant**
Kia-Keating Lab
University of California, Santa Barbara

Mentor/PI: Maryam Kia-Keating, Ph.D.

- **IRB Protocol Review:** Helped draft new IRB protocol to prepare for submission, added measures to the protocol and worked directly with the study PI to prepare the protocol for submission.
- **Data Organization and Analysis:** Analyzed and organized large datasets in SPSS. Coordinated responsibilities with a team of research assistants, ran analyses, and created visualizations of data (e.g. histograms).
- **Recruitment Coordinator:** Designed flyers and distributed them to local hospitals and community centers to raise awareness about the project.
- **Empirical Literature Review and Measure Implementation:** Conducted a literature review on empirically validated measures relevant to the research aims. Discussed my findings of relevant measure with the study PI and team and added these measures to the IRB protocol.

Project Involvement Details

1. ***Mental Health Matters Project:*** A study aimed to implement and evaluate the efficacy of a 4th grade mental health focused curriculum, which aimed to increase students' knowledge about mental health symptoms in themselves and their peers, to raise awareness about treatment options available to them or others for mental health conditions, to reduce mental health stigma in the classroom, and to increase students' wellness skills and practices (e.g. through in-class mindfulness activities).
2. ***Disaster Response and Clinician Well-Being and Resilience:*** A study following-up a recent natural disaster (the January 2018 Santa Barbara debris flow) that aimed to (1) assess local clinician's exposure to secondary trauma and stress, (2) develop screening instruments to assess hospital workers and clinicians' well-being and resilience during natural disasters, and (3) to create guiding recommendations for how hospitals may best respond to natural disasters to minimize worker and clinician secondary trauma and burnout, while increasing resilience.
3. ***College Risk and Resilience Study (Gaucho FYI):*** A study which used data collected from a mandatory safety and prevention program completed by all incoming first-year, transfer, and international students at UC Santa Barbara to investigate mental health, trauma exposure, substance abuse, and personal mental and physical well-being. This study was in partnership with the University of California, Santa Barbara (UCSB) Division of Student Affairs, Alcohol and Drug Program, Health and Wellness Program, the Office of Student Life, Counseling and Psychological Services (CAPS), the Women, Gender, and Sexual Equity Program, the Office of international students and scholars, the UCSB Police Department, and Housing and Residential Services.

2017

Research Assistant

Okamoto Lab

University of California, Santa Barbara

Mentor/PI: Yukari Okamoto, Ph.D.

- **Conducted Experimental Sessions with Children:** Obtained assent from children participants between the ages of 3-6 years old and consent from the parents of participants, explained the study procedures to children and parents, conducted the study protocol, and debriefed the participants and their and parents at the end of the study session.
- **Implemented Study Procedures:** Implemented study procedures by teaching children

participants how to use number lines and other visualizations to solve mathematical problems and equations and then administered assessments of comprehension to assess for students' learning outcomes.

- **Conducted Research in School Setting:** Coordinated with teachers, students, parents, and researchers to schedule multiple in-person classroom visits at 4 local public and private kindergarten and 1st grade schools.
- **Oversaw Data Collection and Storage:** Properly maintained research records and transported research materials to and from schools, and ensured collected data was stored in ways adhering to the IRB protocol in a secure location.

Project Involvement Details

1. **Multidigit Numbers Project:** A project in collaboration with the Santa Barbara and Goleta Public School districts with the objective to implement and understand the efficacy of using visual and tactile learning mechanisms (e.g. number lines) as an in-classroom technique to teach fractions and number learning in K-1st grade English and Spanish speaking students.

2017

Research Assistant

Hurtado Lab

University of California, Santa Barbara

Mentor/PI: Aida Hurtado, Ph.D.

- **Ran study sessions:** Obtained consent from participants, explained the study procedures, and monitored participants as they completed the study protocol which included demographic and academic outcome measures, and debriefed participants.
- **Ran Qualtrics Experiments:** Monitored participants as they completed Qualtrics surveys and answered questions as they arose.

Project Involvement Details

1. **Socioeconomic background and academic outcomes project:** Project investigating the relationship between socioeconomic status and academic achievement outcomes in underrepresented and first-generation students at UC Santa Barbara.

CLINICAL SKILLS AND EXPERIENCES

2022-present

Neuropsychological Evaluator at the Brain Behavior Clinic

Working at the on-site clinic at the University of Colorado Boulder conducting evaluations to assess for Attention Deficit Hyperactivity Disorder (ADHD), Learning Disorders (LDs); and conducting neurocognitive evaluations to assess for cognitive impairment. Trained in administering intellectual and cognitive assessments including but not limited to the Wechsler Adult Intelligence Scale (WAIS-IV), Wechsler Abbreviated Scale of Intelligence (WASI-II), TOMM, Woodcock Johnson (WJ), Nelson-Denny (ND), Benton Word Fluency Test, Trailmaking, Luria Reciprocal Coordination Test, Hooper Visual Organization Tests, California Verbal Learning Test (CVLT), Wisconsin Card Sort Test (WCST), and more.

2022-present

Therapist at the Raimy Psychology Clinic

Therapist at the on-site clinic at the University of Colorado Boulder where I work with clients during weekly 50-minute sessions. Conducting thorough

intake sessions using the SCID, MMPI-II, NEO-PI-3, University of Rhode Island Change Assessment, and Semi-Structured Interview for Readiness to Change.

2019-present

Clinical Screening and Symptom Interview Assessment

Conducted over the phone and in-person assessments of the QUIDS-C, CARS-M, AUDIT, and DUDIT measures to determine participant eligibility at the beginning of and prior to study sessions. Also conducted SCID-based clinical phone prescreens to ascertain history of bipolar disorder, major depressive disorder, or as having no history of major psychiatric disorders based on the DSM-5 criteria.

2020-present

Clinical Risk Assessment Administration

Trained with Dr. June Gruber to safely conduct follow-up risk assessments for clinical research participants who endorse suicidality during study sessions. This training reviewed proper standardized methods for discussing safety concerns with participants, and assessing if any further precautions should be taken to mitigate any safety risks. This risk assessment was developed and implemented in collaboration with Dr. Lauren Weinstock (Brown University) using a modified version of the Columbia Suicide Severity Rating Scale (CSSR-S) to assess for current suicidality.

2021-present

SCID Diagnostic Assessor/Clinical Interviewer

Training with Dr. June Gruber to independently administer a series of clinical assessments remotely and/or in-person, including the SCID-5 for the DSM-5 to measure history of bipolar I disorder, major depressive disorder, and comorbid substance abuse and anxiety disorders, the QUIDS-C and CARS-M to measure current depressive and manic symptoms respectively, and modified versions of the SCID-5 modules for assessing hypomania, cyclothymia, persistent depressive disorder, psychosis, and other comorbidities.

2022-present

MMPI-II Assessment and Interpretation

Experience administering and interpreting the Minnesota Multiphasic Personality Inventory - II (MMPI-II) to patients at the on-campus Raimy Psychology Clinic at the University of Colorado, Boulder.

2017; 2019

fMRI Safety Training and Certification

Trained to safely conduct fMRI experiments at the Henry H. Wheeler Brain Imaging Center (University of California, Berkeley) and the Intermountain and Neuroimaging Consortium (University of Colorado, Boulder).

RELEVANT LEADERSHIP EXPERIENCES

2020-present

Community Non-Profit Bookkeeper

Boulder Housing Coalition

As a volunteer I am the primary accountant for a community based non-profit organization that provides low-income housing to residents in Boulder, Colorado. I serve in this role to foster inclusivity in my community by volunteering for an organization that increases diversity and access to

affordable housing.

2019-2021

National Alliance on Mental Illness (NAMI) On-Campus

University of Colorado, Boulder

Membership participation included attending weekly meetings discussing prevalent psychological interests and issues and panels in which members of the psychological community would give presentations on their research and career paths.

2016-2018

Society of Undergraduate Psychologists

University of California, Santa Barbara

Attended weekly meetings as a participating member where we discussed prevalent psychological interests and issues and organized panels in which members of the psychological community would give presentations on their research and career paths.

2017-2018

New Heights Scholar Program

University of California, Santa Barbara

Participated in a program as a mentee in which students enrolled in the Educational Opportunity Program (EOP; for first generation and low SES background college students) were paired with graduate students in the psychology graduate school program to discuss obtaining research positions and preparing for graduate school in psychology.

2012-2015

Psychology Club Speaker Series Co-Coordinator

Ohlone College, Fremont California

Participated as a club member discussing research articles and publications of interest weekly and assisted in fundraising, advertising, and organizing a yearly speaker series events in which renown members of the psychological community were invited to speak give a presentation to the public. Invitees across the years included Dr. Philip Zimbardo, James Randi, Dr. Carol Tavris, and more.

REFERENCES

June Gruber, Ph.D.

Associate Professor
University of Colorado at Boulder
Department of Psychology and Neuroscience
june.gruber@colorado.edu

Sheri Johnson, Ph.D.

Distinguished Professor
University of California Berkeley
Department of Psychology
sljohnson@berkeley.edu

Iris Mauss, Ph.D.

Professor
University of California Berkeley

Department of Psychology
imauss@berkeley.edu