

# Riley McDanal, M.A.

Clinical Psychological Science PhD Candidate

NSF GRFP Fellow

[riley.mcdanal@stonybrook.edu](mailto:riley.mcdanal@stonybrook.edu) | [rileymcdanal.com](http://rileymcdanal.com)

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## EDUCATION

<b>Stony Brook University</b> (anticipated 2026) Ph.D. in Clinical Psychology	Stony Brook, NY 2020 – current
<b>Stony Brook University</b> M.A. in Psychology	Stony Brook, NY 2020 – 2022
<b>University of California, Berkeley</b> B.A. in Psychology	Berkeley, CA 2016 – 2019

## FELLOWSHIPS AND GRANTS

<b>National Science Foundation Graduate Research Fellowship Program (NSF GRFP)</b> Stony Brook University. PI. Total amount awarded: \$152,000.	2022 – 2027
<b>APF Council of Graduate Departments of Psychology Graduate Student Scholarship</b> Stony Brook University. PI. Amount awarded: \$2,000.	2025
<b>Graduate Research Empowering and Accelerating Talent Award (GREAT Award)</b> Stony Brook University. PI. Amount awarded: \$5,000.	2023
<b>John Neale Endowed Graduate Student Excellence Fund</b> Stony Brook University. PI. Amount awarded: \$750.	2021
<b>(declined) Cunningham Fellowship</b> Virginia Tech. Total amount offered: \$97,392.	2020 – 2024

## HONORS AND AWARDS

<b>Society for Research in Psychopathology EDI Scholarship</b> Stony Brook University.	2022 – 2023
<b>LifeData Award</b> Stony Brook University.	2020
<b>Distinction in General Scholarship</b> University of California, Berkeley.	2019

## RESEARCH INTERESTS

Scalable mental healthcare; interventions for transdiagnostic problems; identity, marginalization, and health disparities; loneliness; psychiatry nosology; measurement and assessment; open science practices.

## PUBLICATIONS

*Citations: 210 / H-index: 8 (As of 03.24.2025)*

*First-author citations: 82 / First-author H-index: 4*

( \* Indicates student/trainee; † Indicates equal co-authorship )

## PEER-REVIEWED JOURNAL ARTICLES

10. Dodge, K.A., Prinstein, M.J., Evans, A.C., Ahuvia, I.L., Alvarez, K., Beidas, R.S., Brown, A.J., Cuijpers, P., Denton, E., Hoagwood, K.E., Johnson, C., Kazdin, A.E., **McDanal, R.**, Metzger, I.W., Rowley, S.N., Schleider, J., Shaw, D.S. (2024). Population mental health science: Guiding principles and initial agenda. *American Psychologist*.

9. **McDanal, R.**, Shen, J., Fox, K. R., Eaton, N. R., & Schleider, J. L. (2024). Predicting transdiagnostic symptom change across diverse demographic groups in single-session interventions for adolescent depression. *Clinical Psychological Science*, 12(6), 1056-1074.

8. Deisenhofer, A-K., Barkham, M., Beierl, E. T., Schwartz, B., Aafjes-van Doorn, K., ... Cohen, Z. (50 other coauthors, incl. **McDanal, R.**) (2023). Implementing precision methods in personalizing psychological therapies: Barriers and possible ways forward. *Behaviour Research and Therapy*, 172, 104443.

7. Ghosh, A., Cohen, K., Jans, L., Busch, C., **McDanal, R.**, Yang, Y., Cooper, K., & Schleider, J. L. (2023). A digital single-session intervention (Project Engage) to address fear of negative evaluation among college students: A pilot randomized controlled trial. *JMIR Mental Health*, 10, e48926.

6. Shen, J., Rubin, A., Cohen, K., Hart, E. A., Sung, J., **McDanal, R.**, Roulston, C., Sotomayor, I., Fox, K. R., & Schleider, J. L. (2023). Randomized evaluation of an online single-session intervention for minority stress in LGBTQ+ adolescents. *Internet Interventions*, 33, 100633.

5. **McDanal, R.**, Schleider, J. L., Fox, K. R., & Eaton, N. R. (2023). Loneliness in gender- and sexual orientation-diverse adolescents: Measurement invariance analyses and between-group comparisons. *Assessment*, 30(3), 706–727.

4. **McDanal, R.**, Parisi, D., Opara, I.†, & Schleider, J. L.† (2022). Effects of brief interventions on internalizing symptoms and substance use in youth: A systematic review. *Clinical Child and Family Psychology Review*, 25, 339-355.

3. **McDanal, R.**, Rubin, A., Fox, K. R., & Schleider, J. L. (2022). Associations of LGBTQ+ identities with acceptability and efficacy of online single-session youth mental health interventions. *Behavior Therapy*, 53, 376-391.

2. Inman, E. M., Bermejo, R. M., **McDanal, R.**, Nelson, B., Richmond, R. L., Schleider, J. L., & London, B. (2021). Discrimination and psychosocial engagement during the COVID-19 pandemic. *Stigma and Health*, 6, 380-383.

1. Stanton, K., Brown, M. F. D., **McDanal, R.**, Carlton, C. N., & Emery, N. N. (2021). Informing the classification and assessment of positive emotional experiences: A multisample examination of hierarchical positive emotionality models. *Psychological Assessment*, 33(11), 1038-1049.

## CHAPTERS

2. **McDanal, R.**, & Schleider, J. L. (2023). Investing in Novel Intervention Delivery Systems. *Population Health Science Summit: Grounding Evidence and Preliminary Research Synthesis*. American Psychological Association.

1. Ghosh, A., **McDanal, R.**, & Schleider, J. L. (2023). Digital Single-Session Interventions for Child and Adolescent Mental Health: Evidence and Potential for Dissemination Across Low- and Middle-Income Countries. *Advances in Psychiatry and Behavioral Health*.

## MANUSCRIPTS UNDER REVIEW

2. Pigart, C. J., Cohen, K. A., **McDanal, R.**, Schleider, J. L., & Cooper, K. M. (under review). Undergraduates in STEM fields and women report worse mental health than non-STEM majors and men.

1. Shen, J., Eaton, N. R., **McDanal, R.**, Fox, K. R., & Schleider, J. L. (under review). Evaluating transdiagnostic adolescent psychopathology during COVID-19: intersections across sexual orientation, gender identity, and race/ethnicity. [Pre-Registration](#).

## POPULAR PRESS PUBLICATIONS

2. **McDanal, R.**, ([2023](#)). Marginalized Populations Deserve Our Very Best: Measurement Invariance as the Foundation of Mental Health Disparities Research. *PCSAS Newsletter*.

1. **McDanal, R.**, ([2021](#)). Integrating Single-Session Intervention Approaches Into Clinical Training Programs. *PCSAS Newsletter*.

## PRESENTATIONS

( \* Indicates student/trainee; † Indicates equal co-authorship )

## TALKS

**McDanal, R.** Schleider, J.L., Shen, J., Fox, K. R. and Eaton, N.R. (2025, March). *Single-session online interventions drive transdiagnostic change across initial symptom severity levels: Implications for stepped care*. Flash talk at the Annual HiTOP Meeting, Denver, CO.

\* Ortells-Faci, P., **McDanal, R.**, Zhang, Y. & Eaton, N.R. *Temporal dynamics between peer victimization and internalizing problems in adolescent girls: A random intercept cross-lagged panel model*. Flash talk at the Annual HiTOP Meeting, Denver, CO.

**McDanal, R.**, Schleider, J.L., and Eaton, N.R. (2024, March). *The meta-structure of loneliness as different dimensions of varying resolution: Links with transdiagnostic psychopathology and disparities across populations*. Flash talk at the Annual HiTOP Meeting, San Diego, CA.

**McDanal, R.**, Shen, J., Fox, K.R., Schleider, J.L., and Eaton, N.R. (2022, May). *Single-session interventions reduced transdiagnostic internalizing symptoms in adolescents with diverse identities during the COVID-19 pandemic*. Flash talk at the Annual HiTOP Meeting, virtual.

## SYMPOSIA

Rubin, A., Shen, J., **McDanal, R.**, Schleider, J. L., & Fox, K. R. (2022, November). *Exploring the need for single-session interventions that improve NSSI/SI outcomes in LGBTQ+ youths*. Symposium presentation at the Association for Behavioral and Cognitive Therapies 56th Annual Convention, New York, NY. **[Presented by McDanal, R.]**

## POSTERS

\* Murata, M., Smith, A.C., & **McDanal, R.** (2025, June). *Where Do Differences in Single-Session Intervention Effectiveness Emerge? A Multilevel Analysis of a Body Neutrality Intervention for Sexual and Gender Minority Youth*. Poster at The 5th International Single Session Therapies Symposium, Chicago, IL.

\* Ortells-Faci, P., **McDanal, R.**, & Eaton, N.R. (2025, May). *Unpacking the Dimensions of Loneliness: Links to Transdiagnostic Internalizing Disparities in SGMY*. Poster at the Association of Psychological Science Conference, Washington, DC.

**McDanal, R.**, Schleider, J.L., Shen, J., Fox, K. R. and Eaton, N.R. (2025, March). *Single-session online interventions drive transdiagnostic change across initial symptom severity levels: Implications for stepped care*. Poster at the Annual HiTOP Meeting, Denver, CO.

\* Ortells-Faci, P., **McDanal, R.**, Zhang, Y. & Eaton, N.R. *Temporal dynamics between peer victimization and internalizing problems in adolescent girls: A random intercept cross-lagged panel model*. Poster at the Annual HiTOP Meeting, Denver, CO.

**McDanal, R.**, Parisi, D., Opara, I.\*, & Schleider, J.L.\* (2022, November). *Effects of brief interventions on internalizing symptoms and substance use in youth: A systematic review*. Poster at the Clinical Psychological Science Special Interest Group Exposition in the Association for Behavioral and Cognitive Therapies 56th Annual Convention, New York, NY.

**McDanal, R.**, Shen, J., Fox, K.R., Schleider, J.L., and Eaton, N.R. (2022, September). *Predicting transdiagnostic symptom change across diverse demographic groups in an RCT of single-session interventions for adolescent depression*. Poster at the Society for Research in Psychopathology meeting, Philadelphia, PA.

**McDanal, R.**, Rubin, A., Fox, K.R., & Schleider, J.L. (2021, November). *Associations of LGBTQ+ identities with acceptability and efficacy of online single-session youth mental health interventions*. Poster at the Oppression & Resilience Special Interest Group Exposition in the Association for Behavioral and Cognitive Therapies Virtual Convention, virtual.

**McDanal, R.**, Shen, J., Fox, K.R., Eaton, N.R., & Schleider, J.L. (2021, September). *Predicting transdiagnostic symptom change in a randomized trial of single-session interventions for adolescent depression*. Poster at the Treatment Selection Idea Lab Virtual Convention, virtual.

Inman, E. M., Bermejo, R., **McDanal, R.**, Nelson, B., Richmond, R., Schleider, J., & London, B. (2021, February). *Identity models of discrimination and psychosocial engagement during the COVID-19 pandemic*. Poster at the Society for Personality and Social Psychology Virtual Convention, virtual.

## **RESEARCH EXPERIENCE**

**DISSERTATION RESEARCH**, Stony Brook University

current

### **Graduate Researcher**

Supervisors: Jessica Schleider, Ph.D.; Nicholas Eaton, Ph.D.

- ◇ *Project*: Building Emotion Regulation Skills in Young Adults Using an Online Single-Session Intervention: A Randomized Controlled Trial
  - ◇ Design an online single-session intervention targeting emotion dysregulation via a combination of mindfulness skills training, an emotion induction, and an exposure task.
  - ◇ Test the differential effectiveness of this intervention in a sample of 500+ young adults on proximal and distal change in emotion coping beliefs using multilevel modeling.

**SPECTRUM LAB**, Stony Brook University

2020 – current

### **Graduate Researcher**

Supervisor: Nicholas Eaton, Ph.D.

- ◇ Lead research studies on transdiagnostic psychopathology; mental health disparities; LGBTQ+ identity, marginalization, and well-being; loneliness; and psychometrics.
- ◇ Assist in IRB applications.
- ◇ Train and mentor research assistants on various projects.

**LAB FOR SCALABLE MENTAL HEALTH**, Northwestern University

2020 – current

### **Graduate Researcher**

Supervisor: Jessica Schleider, Ph.D.

- ◇ Lead research studies on intervention-driven change in internalizing outcomes and in cross-group analysis of intervention impacts and acceptability.
- ◇ Collaborate on the creation and evaluation of single-session interventions designed to target common mental health concerns (e.g., intrusive thoughts; fear of negative evaluation).
- ◇ Train and mentor research assistants on various projects.

**IDIOGRAPHIC DYNAMICS LAB**, University of California, Berkeley

2019 – 2020

### **Postbac Research Assistant**

Supervisor: Aaron Fisher, Ph.D.

- ◇ Crafted experience sampling protocols, created participant device use guides, cleaned and scored idiographic data, completed literature reviews, and assisted with manuscript drafting.

**BERKELEY SOCIAL INTERACTION LAB**, University of California, Berkeley 2017 – 2020

### **Undergraduate and Postbac Research Assistant**

Supervisors: Dacher Keltner, Ph.D; Yang Bai, Ph.D.

- ◇ Contributed to project design, crafted experimental materials, developed study protocols, conducted qualitative and quantitative data analyses, completed literature reviews, and assisted with manuscript drafting.

## **REVIEWING**

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

*JMIR Mental Health* (2025)

*BMC Public Health* (2025)

*Child Psychiatry & Human Development* (2024)

*Collabra: Psychology* (2023)

*JAMA Network Open* (2022)

## **TEACHING**

### **INSTRUCTOR OF RECORD**

**Psychopathology Classification**, Stony Brook University Summer 2022 / 23 / 24; Winter 2023 / 24 / 25

Self-designed special topics course on the history, methodology, and clinical utility of different approaches to conceptualizing the nature of psychopathology (DSM/ICD; RDoC; HiTOP; Network Analysis).

- ◇ Total students: 156
- ◇ Average course rating: 4.9/5.0

**Introduction to Psychology**, Stony Brook University Winter 2022

Introductory general psychology course. Topics included biological, cognitive, personality, developmental, social, and clinical psychology, as well as research methods and ethics.

- ◇ Students: 28
- ◇ Course rating: 5.0/5.0

### **GUEST LECTURER**

**Reading in Psychology: Professional Development**, Stony Brook University Fall 2023

Presentation on writing a compelling application statement for admission to graduate programs in psychology. Supported students in drafting an outline; facilitated small group discussions about their ideas.

**Evidence-Based Practice Course**, Mercer University Fall 2022

Presentation on Stony Brook's Single-Session Consultation program (designed by Dr. Jessica Schleider and Jenna Sung). Demonstrated a mock implementation of a session; facilitated student practice of a session.

## **RECITATION INSTRUCTOR**

**Research and Writing in Psychology**, Stony Brook University

Spring 2022

Course on the research process in psychology. Guided students through conceptualizing their own research question, methodology, and analytic approach; taught students how to draft a mock empirical manuscript.

## **TEACHING ASSISTANT**

**Health Psychology**, Stony Brook University

Fall 2021

Introductory health psychology course. Topics included health behaviors; coping, resilience, and social support; health services; chronic illness; and research methods in health psychology.

**Survey in Abnormal and Clinical Psychology**, Stony Brook University

Fall 2020

Introductory clinical psychology course. Topics included definitions, causes, classification, and assessment of abnormal behavior; mood disorders; anxiety disorders; suicide; posttraumatic stress disorder; thought disorders; personality disorders; substance use disorders; eating disorders; and treatment of psychological disorders.

## **CLINICAL**

### **Primary areas of specialization:**

Emotion dysregulation, depressed mood, anxiety, suicidal ideation, self-injurious behavior, experiential avoidance, low self-esteem, interpersonal challenges, marital concerns, family concerns.

### **Primary modalities:**

Cognitive Behavioral Therapy (CBT); Dialectical Behavior Therapy (DBT); Acceptance and Commitment Therapy (ACT); Integrative Behavioral Couple Therapy (IBCT); Emotionally Focused Family Therapy (EFFT).

## **INDIVIDUAL THERAPY**

**Center for Cognitive & Dialectical Behavior Therapy**, Lake Success, NY.

2023 – 2024

Role: **Therapist**

Supervisor: Adam Payne, Ph.D.

- ◇ Provided evidence-based psychotherapy to adult and adolescent clients with concerns such as depressed mood, anxiety, intrusive thoughts, chronic emotion dysregulation, impulsivity, suicidal ideation, self-injurious behavior, low self-esteem, executive dysfunction, excoriation, and interpersonal problems.
- ◇ Leveraged personalized daily diary cards and monthly questionnaire data to guide treatment planning.
- ◇ Implemented a variety of therapeutic techniques and principles, including behavior chain and solution analysis, dialectical thinking, mindfulness, radical genuineness, validation, reinforcement, exposure, and problem solving.
- ◇ Taught core:
  - ◇ DBT skills, including distress tolerance, emotion regulation, interpersonal effectiveness, and mindfulness skills.



- ◇ CBT strategies, including cognitive restructuring, behavioral activation, and exposure.
- ◇ ACT techniques, including acceptance, defusion, cognitive and interoceptive awareness, and values clarification.
- ◇ Managed various high-risk situations, including those involving suicidal ideation, self-injurious behavior, and physical abuse.
- ◇ Administered risk-management phone coaching sessions as needed.

**Krasner Psychological Center, Stony Brook, NY.**

2021 – 2023

Role: **Therapist**

Supervisors: Joanne Davila, Ph.D.; Jessica Schleider, Ph.D.; Sariah Daouk, Ph.D.

- ◇ Provided evidence-based psychotherapy to adult, adolescent, youth, and parent clients with concerns such as depressed mood, anxiety, panic, phobias, intrusive thoughts, impulsivity, suicidal ideation, low self-esteem, executive dysfunction, relationship problems, and behavioral dysregulation.
- ◇ Used data from recurring questionnaires and personalized weekly assessment of client “top problems” to guide treatment planning.
- ◇ Taught core CBT skills, including cognitive restructuring, behavioral activation, and exposure.
- ◇ Integrated principles and skills from other treatment programs such as the UP, The Modular Approach to Therapy for Children, and Parent Management Training.

**Single Session Support Clinic, Stony Brook University, Stony Brook, NY.**

2023

Role: **Provider**

Supervisor: Jessica Schleider, Ph.D.

- ◇ Provided single-session consultation sessions to clients on the waiting list at the university therapy training clinic.
- ◇ In each session, identified the client’s immediate concern (typically related to emotional distress, relationship problems, academic stress, etc.) and corresponding goal.
- ◇ Using principles from Solution-Focused Brief Therapy, assisted the client in developing a concrete, actionable plan to be used in working toward their identified goal.

## **GROUP THERAPY**

**Center for Cognitive & Dialectical Behavior Therapy, Lake Success, NY.**

2023 – 2024

Role: **Group Therapist**

Co-leaders: Miriam Korbman, Psy.D.; Aaron Drucker, Psy.D.

- ◇ Co-led a weekly Adolescent and Family DBT Skills Group that included an average of three to five families per module over the course of a year.
- ◇ Taught skills from the five adolescent DBT modules: mindfulness, distress tolerance, emotion regulation, interpersonal effectiveness, and middle path.
- ◇ Conducted skill review sessions and encouraged active participation from all group members.

## **COUPLES & FAMILY THERAPY**

**Center for Cognitive & Dialectical Behavior Therapy, Lake Success, NY.**

2023 – 2024

Role: **Couples and Family Therapist**



Supervisor: Adam Payne, Ph.D.

- ◇ Provided couples and families with empirically supported communication, problem-solving, and conflict resolution strategies.
- ◇ Implemented a variety of therapeutic techniques, including enactment, role playing, empathic listening, reflecting, examination of circular causality, and relational behavior chain assessment and solution analysis.
- ◇ Integrated principles from IBCT and EFFT to guide the therapy.

**Krasner Psychological Center**, Stony Brook, NY.

2021 – 2023

Role: **Couples Therapist**

Supervisor: Daniel O’Leary, Ph.D.

- ◇ Provided couples with empirically supported communication, problem-solving, and conflict resolution strategies.
- ◇ Implemented a variety of therapeutic techniques, including empathic joining, unified detachment, problem solving, perspective taking, and reframing.
- ◇ Integrated principles from IBCT to guide the therapy.

## **ASSESSMENT**

**Krasner Psychological Center**, Stony Brook, NY.

2021 – current

Role: **Evaluator**

Supervisors: Brady Nelson, Ph.D.; Luke Waters, Psy.D.

- ◇ Conduct psychological assessments for adults.
  - ◇ Administer intelligence, cognitive, achievement, executive functioning, and oral language tests.
    - ◇ Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)
    - ◇ Woodcock Johnson IV Tests of Achievement (WJ-IV ACH)
    - ◇ Delis-Kaplan Executive Function System (D-KEFS)
    - ◇ Woodcock Johnson IV Tests of Oral Language (WJ-IV OL)
    - ◇ Gray Oral Reading Test – Fifth Edition (GORT-5)
    - ◇ Nelson-Denny Reading Test
    - ◇ Conners' Continuous Performance Test – Third Edition (CPT-3)
    - ◇ Central Nervous System Vital Signs (CNS-VS)
  - ◇ Conduct semi-structured interviews and structured interviews.
    - ◇ The Structured Clinical Interview for DSM-5 (SCID-5) – ADHD module
    - ◇ The Mini-International Neuropsychiatric Interview (MINI)
  - ◇ Synthesize results across psychodiagnostic batteries, interviews, clinician-administered measures, self-report measures, and behavioral observations to arrive at diagnostic conclusions.
  - ◇ Generate comprehensive reports that include findings, interpretations, and recommendations.
  - ◇ Provide feedback to clients about the outcome of the assessment.

**Krasner Psychological Center**, Stony Brook, NY.

2024 – current

Role: **Intake Coordinator**

Supervisor: Dina Vivian, Ph.D.

- ◇ Conduct phone screens for prospective clients.
  - ◇ Complete initial interview process.
  - ◇ Conduct risk and trauma screening.
  - ◇ Determine eligibility for assessment and/or therapy services.
- ◇ Train new clinic staff in the phone screening process.
  - ◇ Provide a shadowing experience for trainees to observe the process in real-time.
  - ◇ Role-play potential risk and trauma endorsement scenarios.

**Center for Cognitive & Dialectical Behavior Therapy**, Lake Success, NY.

2023 – 2024

Role: **Intake Coordinator**

Supervisor: Adam Payne, Ph.D.

- ◇ Completed intake assessments for new clients.
  - ◇ Completed intake interviews, risk assessments, and diagnostic assessments.
  - ◇ Wrote comprehensive multi-page intake write-ups.
  - ◇ Consulted with assigned clinician as needed.

## **MENTORSHIP**

### **Research mentor**

Pau Ortells Faci (2024 – current) — Spectrum Lab (*Lab Director: Dr. Nicholas Eaton*)

**PROJECT:** Temporal Dynamics Between Peer Victimization and Internalizing Problems in Sexual and Gender Minoritized Youth: A Random Intercept Cross-Lagged Panel Model. [Preregistration](#).

**PROJECT:** Temporal Dynamics Between Peer Victimization and Internalizing Problems in Adolescent Girls: A Random Intercept Cross-Lagged Panel Model.

**PROJECT:** Unpacking the Dimensions of Loneliness: Links to Transdiagnostic Internalizing Disparities in Sexual and Gender Minoritized Youth.

Mia Murata (2024 – current) — Lab for Scalable Mental Health (*Lab Director: Dr. Jessica Schleider*)

**PROJECT:** Where Do Differences in Single-Session Intervention Effectiveness Emerge? A Multilevel Analysis of a Body Neutrality Intervention for Sexual and Gender Minority Youth.

Hein Kim (2024 – current) — Lab for Scalable Mental Health (*Lab Director: Dr. Jessica Schleider*)

Di Wang (2021 – 2024) — Spectrum Lab (*Lab Director: Dr. Nicholas Eaton*)

Aijia Yao (2021 – 2023) — Lab for Scalable Mental Health (*Lab Director: Dr. Jessica Schleider*)

### **Peer mentor**

Victoria Sarita (2021 – 2022) — Lab for Scalable Mental Health (*Lab Director: Dr. Jessica Schleider*)

Lucy Gordon (2021 – 2022) — Lab for Scalable Mental Health (*Lab Director: Dr. Jessica Schleider*)

Colleen McGuckin (2020 – 2021) — Women in Science and Engineering at Stony Brook University

## **COMMUNITY**

### ***Undergraduate Mentoring Committee***

*Committee Member (2022 – current).*

Contributes to outreach, workshops, and resources for undergraduate students at Stony Brook University.

### ***Long Island Science & Engineering Fair***

*Volunteer Judge (2025).*

Served as a judge of high school science fair projects in the Behavioral and Social Sciences category.

### ***Psychological Clinical Science Accreditation System (PCSAS)***

*Representative (2021 – 2023).*

Served as the PCSAS student representative for Stony Brook: Acted as a liaison between PCSAS and Stony Brook and wrote articles for the PCSAS newsletter.

### ***Women in Science and Engineering (WISE)***

*Mentor (2020 – 2021).*

Mentored an undergraduate student in the WISE program.

### ***Dismantling Systemic Shortcomings in Education and Clinical Training (DiSSECT)***

*Supporting Evidence Team Member (2019 – 2020).*

Compiled evidence supporting actionable anti-racist changes in education and clinical training programs.

### ***Psychology and Cognitive Sciences Undergraduate Lab at Berkeley***

*Co-Founder and Manager (2017), Director (2018), Advisor (2019).*

Taught research skills to undergraduates through workshops and advising; supervised undergraduate project groups investigating various topics in psychology and cognitive science.

### ***Undergraduate Journal of Psychology at Berkeley***

*Executive Director (2017 – 2018), Editor-in-Chief (2018 – 2019).*

Led process of undergraduate manuscript selection, editing, and publication.

## **PROFESSIONAL**

***Consultant, American Psychological Association***, virtual.

2022 – 2023

Developed a research summary on delivery systems for intervention administration and single touch-point services. Included in an APA response to a Request for Information ([RFI](#)) on innovative approaches to prevent mental health problems and promote mental wellness in populations that experience health disparities.

***Author, Supportiv***, virtual.

2019 – 2021

Wrote empirically informed mental health articles for dissemination to the public.

## **SKILLS**

R, Mplus, SPSS, Qualtrics, quantitative modeling, intervention development, Spanish proficiency

*Last updated 03.24.2025*