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Education

June 2016	Licensed Psychologist, Pennsylvania State Board of Psychology PA # PS018078 (Active)
January 2012	Licensed Psychologist, California Board of Psychology CA #24918 (Active)
August 2000 – August 2005	University of Maryland, College Park PhD, Counseling Psychology, Aug 2005
August 1997 – May 2000	University of Maryland, College Park MA, College Student Personnel Services, May 2000
August 1992 – May 1996	State University of New York at Buffalo, Amherst, New York Bachelor of Arts, Psychology, May 1996

Full Employment History/Professional Experience

August 2012 – Present	Associate Professor (Tenured, 5/15) College of Education Department of Education and Human Services Counseling Psychology Program Lehigh University Bethlehem, PA
August 2010 – June 2012	Associate Professor (Promoted, 5/10; Evaluated and Recommended for Tenure, 5/12) College of Arts and Sciences Department of Psychology University of La Verne La Verne, CA
August 2005 – July 2010	Assistant Professor College of Arts and Sciences Department of Psychology University of La Verne La Verne, CA

Updated July 27, 2017

Publication and Creative Activities

(**=student author from previous institution; * = student author from Lehigh University)

Books

○ Authored Books

Gamst, G., **Liang**, C. T. H., & Der-Karabetian, A. (2011). *Handbook of multicultural measures*. Thousand Oaks, CA: Sage Publications.

○ Edited Books

Alvarez, A. N., **Liang**, C. T. H., & Neville, H. A. (2016). *The Cost of Racism for People of Color: Contextualizing Experiences of Discrimination*. Washington, D. C.: American Psychological Association.

Kodama, C.M., McEwen, M., Alvarez, A. N., Lee, S., & **Liang**, C. T. H. (Eds.). (2001). *New Directions for Student Services: Working with Asian American College Students*. San Francisco: Jossey-Bass.

Chapters in Books/Encyclopedias

1. **Liang**, C. T. H., & Rivera, L.* (in press). Psychological approaches to working with vulnerable children. In F. Beachum & F. Obeakor (Eds). *Improving Educational Outcomes of Vulnerable Children: Starting from the Bottom*. Svedala, Sweden: Oakleaf Books.
2. **Liang**, C. T. H., Liu, J., Nguyen, D., & Song, G. (in press). *Contextualizing Asian American college student psychological health*. In D. Maramba & C. M. Kodama, C. M. (Eds.). *Bridging research and practice to support Asian American college students* (New Directions for Student Services no. 160). San Francisco: Jossey-Bass.
3. **Liang**, C. T. H., Song, G.,* & Nguyen, D.* (2017). *Asian Americans and gender*. In K. Nadal (Ed.), *The Sage Encyclopedia of Psychology and Gender*. Los Angeles: Sage Publications.
4. **Liang**, C. T. H., Molenaar, C.,* Hermann, C.,* & Rivera, L.* (2017). *Dysfunction strain programs aimed at men's violence, substance use, and lack of self-care*. In R. Levant & J. Wong (Eds). *Psychology of Men and Masculinities*. Washington D. C.: American Psychological Association
5. **Liang**, C T. H., & Molenaar, C.* (2016). Counseling and therapy with men. In L. Beutler, A. Consoli, & B. Bongor (Eds), *The comprehensive textbook of psychotherapy* (2nd ed.). pp 315 – 328. Oxford University Press.
6. Alvarez, A.N., **Liang**, C. T. H., Molenaar, C.,* & Nguyen, D.* (2016). Mediators and Moderators of Racism. In, A. N. Alvarez, C. T. H. Liang, & H. Neville (Eds), *Contextualizing the costs of racism for people of color: Theory, research, and practice*. Washington D.C.: American Psychological Association.

7. **Liang**, C. T. H., Molenaar, C.,* & Heard, S.* (2016). Race, Masculinity, and Gendered Racism: President Obama's Influence on Black men. In L. Barker-Hackett (Ed), *Obama on Our Minds: The Impact of Obama on the Psyche of America*. Oxford University Press.
8. Gamst, G., & **Liang**, C. T. H. (2013). A review and critique of multicultural competence measures: Toward a social justice oriented health service delivery model. In F. Paniagua & A. M. Yamada (Eds.), *Handbook of Multicultural Mental Health Assessment* (3rd ed., pp. 547-565). San Diego, CA: Academic Press
9. **Liang**, C. T. H., Rivera, A.,** Nathwani, A.,** Dang, P.,** & Douroux, A.** (2010). Dealing with Gendered Racism and Racial Identity among Asian American men. In. W. M. Liu, D. Iwamoto, & M. Chae (Eds.), *Culturally Responsive Counseling with Asian American Men* (pp. 63 - 82). New York: Routledge Press.
10. Kodama, C.M., McEwen, M., **Liang**, C. T. H. & Lee, S. (2002). An Asian American perspective on psychosocial student development theory. In C. M. Kodama, M. McEwen, A. Alvarez, S. Lee, & C. T. H. **Liang** (Eds.), *New Directions for Student Services: Working with Asian American College Students* (pp. 45 – 59). San Francisco: Jossey-Bass.
11. **Liang**, C. T. H., Lee, S., & Ting, M. P. (2002). Developing Asian American leaders. In C. M. Kodama, M. McEwen, A. Alvarez, S. Lee, & C. T. H. **Liang** (Eds.), *New Directions for Student Services: Working with Asian American College Students*. (pp .81 – 90). San Francisco: Jossey-Bass.

Articles In Refereed Journals

1. Hermann, C.,* & **Liang**, C. T. H., & DeSipio, B. (in press). Exploring sexual consent and masculine norms using the theory of planned behavior. *Psychology of Men and Masculinity*.
2. **Liang**, C. T. H., Knauer-Turner, E.,** Molenaar, C.,* & Price, E.,** (2017). A qualitative examination of the gendered and racialized experiences of Latina college students. *Gender Issues*, 34, 149-170.
3. **Liang**, C. T. H., & Molenaar, C.* (2016). Beliefs in an unjust world: Mediating the associations between psychological outcomes and within group and between group discrimination. *Journal of Clinical Psychology*, 72, 552-562.
4. Arrelano-Morales, L., **Liang**, C. T. H., Ruiz, L.,** & Rios-Oropeza, E.** (2016). Masculinity, Racism, and Coping among Latino male day laborers. *Journal of Latina/o Psychology*, 4, 32-42.
5. Davis, J., & **Liang**, C. T. H. (2015). A test of the mediating role of gender role conflict: Latino masculinities and help-seeking attitudes. *Psychology of Men and Masculinity*, 16, 23-32.
6. Ojeda, L., & **Liang**, C. T. H. (2014). Bicultural stress, ethnic identity, and machismo as predictors of coping among Mexican American adolescent males. *Psychology of Men and Masculinity*, 15(3), 296-304.

7. **Liang, C. T. H., & Borders, A. (2012).** Beliefs in an unjust world mediate the associations between perceived ethnic discrimination and psychological functioning. *Personality and Individual Differences, 53*, 528-533.
8. **Liang, C. T. H., Salcedo, J.,** & Miller, H.** (2011).** Perceived racism, masculinity ideologies, and gender role conflict among Latino men. *Psychology of Men & Masculinity, 12*, 201 – 215.
9. **Borders, A., & Liang, C. T. H. (2011).** Rumination partially mediates the associations between perceived ethnic discrimination, emotional distress, and aggression. *Cultural Diversity and Ethnic Minority Psychology, 17*, 125-133.
10. **Liang, C. T. H., Nathwani, A.,** Ahmad, S.,** & Prince, J. K.** (2010).** Coping with discrimination: The subjective well-being of South Asian American women. *Journal of Multicultural Counseling and Development, 38*, 77-87.
11. **Liang, C. T. H., Salcedo, J.,** Rivera, A.,** & Lopez, M.** (2009).** A content and methodological analysis of 35 years of Latino/a-focused research. *The Counseling Psychologist, 38*, 1116 – 1146.
12. **Liang, C. T. H., & Prince, J. K.** (2008).** Developing cross-racial self-efficacy: A longitudinal examination of the role of cross-racial mastery experiences. *Journal of Multicultural Counseling and Development, 36*, 168 - 179.
13. **Liang, C. T. H. & Fassinger, R. E. (2008).** The role of collective self-esteem for Asian Americans experiencing racism-related stress: A test of moderator and mediator hypotheses. *Cultural Diversity and Ethnic Minority Psychology, 14*, 19 - 28.
14. **Liang, C. T. H., Alvarez, A. N., Juang, L., & Liang, M. (2007).** The role of coping the relationship between perceived racism and racism-related stress for Asian Americans: Gender differences. *Journal of Counseling Psychology, 54*, 132 - 142.
15. **Alvarez, A. N., Juang, L., & Liang, C. T. H. (2006).** Asian Americans and racism: When bad things happen to “Model Minorities.” *Cultural Diversity and Ethnic Minority Psychology, 12*, 477 – 492.
16. **Liang, C. T. H., & Alimo, C. (2005).** The Impact of White Heterosexual Students' Interactions on Attitudes Toward Lesbian, Gay and Bisexual People: A Longitudinal Study. *Journal of College Student Development, 46*, 237 – 250.
17. **Milem, J. F., Umbach, P. D., & Liang, C. T. H. (2004).** Exploring the Perpetuation Hypothesis: The role of Colleges and Universities in desegregating society. *Journal of College Student Development, 45*, 668 – 700.
18. **Liang, C. T. H., Li, L., & Kim, B. S. K. (2004).** The Asian American Racism-Related Stress Inventory: Development, factor analysis, reliability, and validity. *Journal of Counseling Psychology, 51*, 103 – 114.

19. **Liang**, C. T. H., & Sedlacek, W. E. (2003). Attitudes of White Student Affairs practitioners toward Asian Americans. *NASPA Journal*, 40, 32-40.
20. Kim, B. S. K., Brennar, B. R., **Liang**, C. T. H., & Asay, P. (2003). A qualitative study of adaptation experiences of 1.5-generation Asian Americans. *Cultural Diversity and Ethnic Minority Psychology*, 9, 156 – 170.
21. Kim, B. S. K., **Liang**, C. T. H., & Li, L. C. (2003). Counselor ethnicity, counselor nonverbal behavior, and counseling session outcome: Initial findings. *Journal of Counseling and Development*, 81, 202 – 207.
22. **Liang**, C. T. H., & Sedlacek, W. E. (2003). Utilizing factor analysis to understand the needs of Asian American students. *Journal of College Student Development*, 44, 260 – 266.
23. Kim, B. S. K., Li, L. C., & **Liang**, C. T. H. (2002). Effects of Asian American client adherence to Asian cultural values, counseling session goal, and counselor emphasis of client statement on counseling process. *Journal of Counseling Psychology*, 49, 342–354.
24. Pope-Davis, D. B., Toporek, R. L., Ortega-Villalobos, L., Ligiero, D. P., Brittan-Powell, C. S., Liu, W. M., Bashur, M. R., Codrington, J. N., & **Liang**, C. T. H. (2002). Client perspectives of multicultural counseling competence: A qualitative examination. *Counseling Psychologist*, 30, 355-393.
25. Kodama, C. M., McEwen, M., **Liang**, C. T. H., & Lee, S. (2001). An examination of psychosocial issues for Asian Pacific American students. *NASPA Journal*, 38, 411-437.
26. Pope-Davis, D. B., Ligiero, D. P., **Liang**, C., & Codrington, J. (2001). Fifteen years of the Journal of Multicultural Counseling and Development: A content analysis. *Journal of Multicultural Counseling & Development*, 29, 226-238.

○ **Working Papers**

Song, G.,* & **Liang**, C. T. H. (Revise and Resubmit). Masculinities in Mainland China: A Consensual Qualitative Research Modified Study.

Liang, C. T. H., & Hermann, C.* (Revise and resubmit). Refining a measure of Latino masculinity: Studying Machismo and Caballerismo.

Nguyen, D.,* **Liang**, C. T. H., Caskie, G., & Alvarez, A. N. (Revise and Resubmit). Chinese Americans and racism: The role of cultural orientation and collective self-esteem.

Hermann, C.,* **Liang**, C. T. H., & DeSipio, B. (In Progress). Testing and validating the Sexual Consent Scale – Revised.

Liang, C. T. H., Rocchino, G.,* Gutenkust, M.,* Prieto, C.,* & Smithson, A.* (In Progress). The Associations between Adolescent Masculinity, Academic Self-Efficacy, Image Management, Self-Regulatory Behaviors, and Academic Skepticism.

Liang, C. T. H., Fu, J., Rocchino, G.,* Melo, K.,* Suro, B.,* Lin, X.,* Paulvin, C.* (In Progress). Testing a Culturally-Modified Intervention to Improve Academic Motivation and Goal Setting: A Mixed Methods Study

Liang, C. T. H., Rivera, L.,* Molenaar, C.,* Nguyen, D.,* & Song, G.* (In Progress). Adolescent masculinity, discrimination, aggression and academic motivation.

Liang, C. T. H., Rocchino, G.,* Melo, K.,* Gutenkust, M.,* Snowden, T.,* & Paulvin, C.* (In Progress). Respect and other Issues of School Climate: Perspectives of Black and Latino adolescent boys.

○ **Other Publications**

1. French, B., Heard, S., **Liang, C. T. H.**, et al. (July, 2017). <http://division51.net/wp-content/uploads/2017/07/StateOfBlackBoysMen.Div51REMSIGReport-1.pdf>
2. **Liang, C. T. H.** (April, 2015). *Understanding and addressing structural problems to move toward justice for our family*. Retrieved from <http://division51.net/homepage-slider/understanding-and-addressing-structural-problems-to-move-toward-justice-for-our-family/>
3. **Liang, C. T. H., Wan, S., & Primack, J.** (September, 2013). Complicating the narrative on Trayvon Martin. *Communique*. The American Psychological Association Office of Ethnic Minority Affairs.
4. **Liang, C. T. H.** (August, 2002). A look at our past: Asian Americans in psychology. *Asian American Psychological Association Newsletter*.
5. **Liang, C. T. H., & Ting, M. P.** (September, 2001). Top 10 Asian American student leaders - 2001. *A. Magazine*.
6. **Liang, C. T. H., Ting, M. P. & Teraguchi, D. H.** (Spring, 2001). Access denied: The complexity of Asian Pacific Americans. *Diversity Digest*.
7. **Liang, C. T. H., & Ting, M. P.** (September, 2000). Top 10 Asian American student leaders – 2000. *A. Magazine*.

Honors and Awards (dates, awarding institutions)

- Class of 61 Professorship – Lehigh University – 2016
- Young Scholars Award – University of La Verne Academy – 2010
- American College Personnel Association-Asian Pacific American Network Research Award – 2003
- American College Personnel Association: Gerald Saddlemire Award - Outstanding Master's Research – 2001
- University of Maryland: Rebecca Williams Award for Social Justice – 2000

Research Funding and Travel Grants

- Competitively Awarded Research Grants

Lehigh University

- Faculty Research Grant (2013) \$4,000

University of La Verne

- Faculty Research Committee (2007) \$2,300
- College of Arts and Sciences Summer Research Funding, (2006) \$1,000

Consultation and Foundation

- Claremont Unified School District (2008) \$4,000
Bullying Evaluation and Prevention Project
- Competitive Community Grants
- Community Development Block Grant Program, Claremont, CA. (2007) \$35,000
Psychological Services for Older Adults and Underserved Youth
and Families in Claremont.
Rogers, R., Liang, C. T. H., & Jordan, V.
- Community Development Block Grant Program, Claremont, CA. (2006) \$35,000
Psychological Services for Older Adults and Underserved Youth
and Families in Claremont.
Liang, C. T. H., Rogers, R., & Jordan, V.
- United Way Inland Empire. Mental Health Services for (2006) \$7,600
Underserved Parents and Children.
Liang, C. T. H., & Santoro, M.

Editor/Editorial Review Board Membership for Scholarly Publications

- 2013 – Present Editorial Board Member
Psychology of Men and Masculinity
- 2014 – 2016 Editorial Board Member
The Counseling Psychologist
- 2008 – 2011 Editorial Board Member
Journal of Multicultural Counseling and Development

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Professional Presentations

• Invited Presentations/lectures/colloquia/workshops/performances

1. **Liang, C. T. H.** (May, 2017). Reducing Disparities and Improving Outcomes: A Primer on Everyday Trauma, Learning, and Behavior. Presented at the Center for Humanistic Change. Allentown, PA.
2. **Liang, C. T. H.** (May, 2016). *Privilege at the Intersections of Masculinity, Ethnic Discrimination, and Culture*. Presented at Cultural & Clinical Perspectives on Counseling Men Who Abuse Conference, Morristown, NJ.
3. **Liang, C. T. H.** (October, 2014). Masculinities: A look at intersections. Presented at
 - a. Lehigh University's Women's Center. Lehigh University
4. **Liang, C. T. H.** (June, 2014). *Pressures to succeed and diminished manhoods: Gendered racism and the Model Minority Son*. Presented at Biennial National Psychotherapy with Men Conference, California State University, Fullerton.
5. **Liang, C. T. H.** (August, 2013). *Using science to Advocate for Boys and Men: Pitfalls and Opportunities*. Annual Convention of the American Psychological Association, Division 51 Presidential Talk. Honolulu, HI.
6. **Liang, C. T. H.** (May, 2012). *The other one percent: Our social justice responsibilities in the field*. University of La Verne, Doctoral Graduation Ceremony Keynote Address.
7. **Liang, C. T. H.** (May, 2010). *The search for paradise: It starts and ends at home*. University of La Verne, Doctoral Graduation Ceremony Keynote Address.
8. **Liang, C. T. H.** (April 2010). *Culturally focused strengths-based work with men*. Participated on panel at Counseling Men in Difficult Times Conference. California State University, Fullerton.
9. **Liang, C. T. H.** (February, 2009). *Unpacking "Machismo": Masculinity ideologies, racism, and gender role conflict*. Lecture delivered to University of La Verne faculty and staff.
10. **Liang, C. T. H.** (June, 2007). *Counseling ethnic minority men: Challenges and opportunities*. Participated on panel at National Psychotherapy with Men Conference. California State University, Northridge.

• Refereed Presentations/lectures/exhibits/performances

1. Hermann, C.,* & **Liang, C. T. H.** (August, 2017). Exploring the validity of the sexual consent scale-revised: Implications for prevention. In C. T. H. Liang (Chair), *Future Directions of Gender-Based Violence Research: Instrumentation and Masculinity*. Symposium presented at the Annual Convention of the American Psychological Association, Washington, D.C.

2. **Liang**, C. T. H., Rocchino, G. H.,* Gutekunst, M.,* Emerick, A.,* & Prieto, C.* (August, 2017). The associations between adolescent masculinity, academic self-efficacy, image management, and academic skepticism. Poster presented at the Annual Convention of the American Psychological Association, Washington D. C.
3. Liu, J.,* La Rosa, K., & **Liang**, C. T. H. (August, 2017). *A strengths-based perspective to understanding AAPI generational challenges*. Conversation Hour at the Annual Convention of the American Psychological Association. Washington, D.C.
4. Rocchino, G. H.,* **Liang**, C. T. H., Lin, X.,* Melo, K.,* Paulvin, C.,* & Suro, B.* (August, 2017). Project Up2: Testing a culturally-modified intervention to improve academic motivation & goal setting. Poster presented at the Annual Convention of the American Psychological Association, Washington D. C.
5. Rivera, L.,* **Liang**, C. T. H., & Gutekunst, M.* (August, 2017). *Validation of the adolescent masculinity ideology in relationships scale in racially diverse boys*. Poster presentation at the Annual Convention of the American Psychological Association. Washington, D.C.
6. **Liang**, C. T. H. (August, 2016). *Leadership for Equity, Access, and Diversity: A Report on an Urban Principal's Training Program*. Paper presented at the Annual Convention of the American Psychological Association, Denver CO.
7. Rivera, L. A.,* & **Liang**, C. T. H. (August, 2016). *Academic Distress, Social Support, and Psychological Distress in College Men*. Poster presented at the Annual Convention of the American Psychological Association. Denver, CO
8. Hermann, C. E.,* & **Liang**, C. T. H. (August, 2016). *Exploring Sexual Consent Behaviors and Masculine Norms Using the Theory of Planned Behavior*. Poster presented at the Annual Convention of the American Psychological Association. Denver, CO
9. Molenaar, C. M.,* & **Liang**, C. T. H. (August, 2016). *Identifying Relevant Cues to Promote Help-Seeking Intentions in College Men*. Poster presented at the Annual Convention of the American Psychological Association. Denver, CO
10. **Liang**, C. T. H., Hermann, C. E.,* Song, G.,* Rivera, L.,* Molenaar, C. M.,* Nguyen, D.,* & Eftekhazadeh, P.* (August, 2015). *Racism, Masculinity Ideologies, Sense of Connectedness, and Academic Outcomes of Boys of Color*. Poster presented at the Annual Convention of the American Psychological Association. Toronto, ON, Canada.
11. Nguyen, D.,*, **Liang**, C. T. H., & Alvarez, A. N. (August, 2015). *Impact of Perceived Ethnic Discrimination Within One's Cultural Orientations Among Chinese Adults*. Poster presented at the Annual Convention of the American Psychological Association. Toronto, ON, Canada.
12. Hermann, C. E.,* & **Liang**, C. T. H. (August, 2015). *Beyond Racial Socialization: Beliefs in an Unjust World and Social Justice Ideology*. Poster presented at the Annual Convention of the American Psychological Association. Toronto, ON, Canada.

13. Ge, S.,* **Liang**, C. T. H., Dai, C.,* & Meng, X.* (August, 2015). *Thich Nhat Hanh or Arnold Schwarzenegger? A Qualitative Examination of Masculinity Ideology in China*. Poster presented at the Annual Convention of the American Psychological Association. Toronto, ON, Canada.
14. Molenaar, C.,* **Liang**, C. T. H., Herman, C.* (August, 2015). *Examining the pathways between stress appraisal, help-seeking, use of depressants and stimulants, and psychological distress in college men*. Poster presented at the Annual Convention of the American Psychological Association. Toronto, ON, Canada.
15. Ge, S.,* & **Liang**, C. T. H. (February, 2015). *Culturally sensitive research with individuals of Chinese heritage*. Symposia presented at the annual Winter Roundtable Conference, Teacher's College, Columbia University, New York, New York.
16. **Liang**, C. T. H., Hermann, C.,* Ge, S.,* Molenaar, C.,* Nguyen, D.,* & Rivera, L.* (February, 2015). *Midnight Basketball: Working together to Keep Boys of Color on the Path to Success*. Symposia presented at biennial National Multicultural Conference and Summit.
17. **Liang**, C. T. H. (August, 2014). *Refining a measure of Latino masculinity: Studying machismo and caballerismo*. Poster presented at the annual convention of the American Psychological Association. Washington DC.
18. Molenaar, C. M.,* & **Liang**, C. T. H. (August, 2014). *Coping with college: Examining stress, alcohol use, risky sexual behavior, and psychological distress*. Poster presented at the annual convention of the American Psychological Association. Washington D. C.
19. Ge, S.,* **Liang**, C. T. H., Nguyen, D.,* & Alvarez, A. N. (August, 2014). *Profiles of Vietnamese Americans: Collective self-esteem and racial socialization*. Poster presented at the Annual convention of the American Psychological Association. Washington D. C.
20. Nguyen, D.,* **Liang**, C. T. H., Ge, S.,* & Alvarez, A. N. (August, 2014). *Chinese Americans and racism: The role of cultural orientation and collective self-esteem*. Poster presented at the 2014 APA Convention, Washington D. C.
21. Admoni, N.,* Ge, S.,* Nguyen, D.,* Pila, S.,* & **Liang**, C. T. H. (February, 2014). *Family, School, and Policy Implications on Homeless Children: A Discussion on Current and Future Interventions*. Roundtable to be presented at annual Teacher's College, Winter Roundtable Conference, Columbia University, New York.
22. **Liang**, C. T. H., & Ge, S.* (February, 2014). *Shaping practice and policy through racism research: A review and discussion of the racism intervention literature*. Symposium presented at the annual Teacher's College, Winter Roundtable Conference, Columbia University, New York.
23. **Liang**, C. T. H. (August, 2013). *Men, masculinity, and leadership: A response to findings from the Leadership Diversity Summit*. Symposium presented at the annual convention of the American Psychological Association. Honolulu, HI.

24. **Liang**, C. T. H., Molenaar, C.,* Knauer-Turner, E.,** & Price, E.** (August, 2013). *Gender, race, and culture among Latina college students*. Poster presented at the annual convention of the American Psychological Association. Honolulu, HI.
25. Ojeda, L., & **Liang**, C. T. H. (February, 2013). *Bicultural stress, ethnic identity, masculinity, and coping among Mexican American adolescent males*. Symposium presented at the biennial National Multicultural Conference and Summit. Houston, TX.
26. **Liang**, C. T. H., Knauer-Turner, E.,** Price, E.,** & Molenaar, C.* (February, 2013). *A qualitative examination of gendered and racialized experiences of college-aged Latinas*. Symposium presented at the biennial National Multicultural Conference and Summit. Houston, TX.
27. **Liang**, C. T. H., & Arellano-Morales, L. (February, 2013). *Perceived racism and psychological well-being: Gender role conflict as a moderator*. Symposium presented at the biennial National Multicultural Conference and Summit. Houston, TX.
28. **Liang**, C. T. H., & Borders, A. (November, 2012). *Beliefs in an unjust world as a mediator in the association between perceived discrimination and psychological outcomes*. Symposium presented at the annual conference of the Association of Behavior and Cognitive Therapies. National Harbor, Washington, DC
29. Arellano-Morales, L., **Liang**, C. T. H., Lopez, Y.,** Rios-Oropeza, E.,** & Ruiz, L.** (October, 2012). *Stress, psychological well-being, racial discrimination, and gender role conflict among Latino day laborers*. Poster presented at the biennial meeting of the National Latina/o Psychological Association, New Brunswick, NJ.
30. **Liang**, C. T. H., Borders, A., & Ballard, B.** (August, 2011). *(Un)just world beliefs: Their influence on the psychological outcomes of perceived racial discrimination*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
31. Bryce, D. M.,** & **Liang**, C. T. H. (August, 2011). *Effects of masculinity and outness on relationship satisfaction of men in intimate relationships with men: Preliminary results*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
32. Patel, R.,** **Liang**, C. T. H., & Tallentire, S.** (August, 2011). *Towards healing and understanding resiliency for youth in the aftermath of ethnic-political violence in Gujarat, India*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
33. Borders, A., **Liang**, C. T. H., Guillén, L. A.,** & Jennings, B. N.** (2010). *Does rumination mediate the associations between perceived ethnic discrimination and negative clinical outcomes?* Poster session presented at the annual convention of the Eastern Psychological Association, Brooklyn, NY.
34. **Liang**, C. T. H., Salcedo, J.,** Miller, H.,** Zapata, G.,** & Hubert, C.** (August 2009). *The role of perceived racism in the relationship between conformity to masculinity ideology and gender role conflict*. Poster presented at the annual meeting of the American Psychological Association, Toronto, ON, CA.

35. **Liang**, C. T. H., Nathwani, A.,** Ahmad, S.,** & Prince, J. K.** (August 2008). *Coping and Life Satisfaction among South Asian American women*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
36. **Liang**, C. T. H., Prince, J. K.,** & Wong, K.** (August 2007). *Discrimination, coping, and the self-esteem of Asian American women*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
37. **Liang**, C. T. H., Gallor, S. M., & Teasdale, A. C. (January 2007). *Perceived multicultural training climate, coping, and graduate student satisfaction*. Poster presented at the biennial National Multicultural Conference and Summit, Seattle, WA
38. **Liang**, C. T. H. (January 2007). *Asian American racism research: The next steps*. Paper presented at the biennial National Multicultural Conference and Summit, Seattle, WA
39. Stevens, M. A., Ortega-Villalobos, L., Smart, R., **Liang**, C. T. H., Englar-Carlson, M., Haldeman, D. C., & Parham, W. D. (January 2007). *In the room with a White, heterosexual, and wealthy male client: Therapists reactions to perceived privilege*. Symposium presented at the biennial Multicultural Conference and Summit, Seattle, WA
40. **Liang**, C. T. H., Alvarez, A. N., Juang, L., & Liang, M. (August 2006). *Coping as a mediator of racism-related stress among Asian Americans*. Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA
41. Alvarez, A. N., Juang, L., & **Liang**, C. T. H. (August 2005). *Asian Americans coping with racism*. Symposium presented at the annual meeting of the American Psychological Association, Washington, D.C.
42. Alvarez, A. N., Juang, L., & **Liang**, C. T. H. (August 2004). *Asian Americans: Dealing with race, racism, and identity*. Symposium presented at the annual meeting of the American Psychological Association, Honolulu, HI
43. Sheu, H. S., **Liang**, C. T. H., & Singley, D. B. (August 2004). *Acculturation, environmental factors, and career development among Asian Americans*. Poster presented at the annual meeting of the American Psychological Association. Honolulu, HI
44. Milem, J. F., Umbach, P. D., & **Liang**, C. T. H. (November 2003). *Exploring the perpetuation hypothesis: The role of colleges and universities in desegregating society*. Symposium presented at the annual meeting of Association for the Study of Higher Education, Portland, OR
45. **Liang**, C. T. H., Barber, J., & Mobley, M. (August 2003). *Integrating social justice in Counseling Psychology training*. Symposium presented at the annual meeting of the American Psychological Association. Chicago, IL
46. Milem, J., **Liang**, C. T. H., Alimo, C., Ting, M. P., Tracey, M., & Lopez, M. (2003). *Preparing Students for a Diverse Democracy: Extraordinary Responsibility for Extraordinary Times*. Symposium presented at the annual Maryland Student Affairs Conference. University of Maryland, College Park.

47. Kim, B. S. K., **Liang**, C. T. H., & Li, L. (August 2002). *Counselor ethnicity, counselor nonverbal behavior, and counseling session outcome*. Poster presented at the annual meeting of the American Psychological Association. Chicago, IL
48. **Liang**, C. T. H., Li, L., & Kim, B. (August 2001). *Construction of Asian American Racism-Related Stress Index*. Poster presented at the annual meeting of the American Psychological Association. San Francisco, CA.
49. Sedlacek, W., Benjamin, E., **Liang**, C., & Suthakaran, V. (March 2001). *Noncognitive variable assessment for student development*. Symposium presented at the annual meeting of the American College Personnel Association Convention, Boston, MA
50. Sedlacek, W., Benjamin, E., **Liang**, C., & Suthakaran, V. (November 2000). *Measuring noncognitive variables in admissions and financial aid programs*. Paper presented at the annual Retention 2000 Conference, University of Maryland, College Park, MD.
51. Pope-Davis, D., Toporek, R., Bashur, M., Codrington, J., Ligiero, D., & **Liang**, C. T. H. (August, 2000). *The saliency of multicultural counseling in therapy*. Symposium presented at the annual meeting of the American Psychological Association. Washington, D.C.
52. **Liang**, C., Ting, M., Benson, K., & Regalado, J. (April 2000). *Implications and strategies for increasing structural diversity in higher education*. Symposium presented at the annual meeting of the American College Personnel Association. Washington D.C.
53. **Liang**, C., & Ting, M. (April, 2000). *Developing citizen leaders: Programs and practices*. Symposium presented at the annual meeting of the American College Personnel Association. Washington D.C.
54. Toporek, R., Bashur, M., Codrington, J., Ligiero, D., Ortega, L., & **Liang**, C. (March, 2000). *Client perspectives of multicultural competency in therapy*. Symposium presented at the annual meeting of American Counseling Association. Washington D.C.
55. Kodama, C. M., **Liang**, C., McEwen, M., & Lee, S. (March 1999). *Psychosocial development of Asian Pacific Americans*. Symposium presented at the annual meeting of the American College Personnel Association. Atlanta, Georgia.
56. McEwen, M., **Liang**, C., Lee, S., & Kodama, C. M. (February 1999). *Psychosocial issues of Asian Americans*, Symposium presented at the annual Teacher's College, Cross Cultural Roundtable, Columbia University, New York.
- Organized or chaired sessions/colloquia/exhibits/performances
1. **Liang**, C. T. H. (August, 2017). *Future Directions of Gender-Based Violence Research---Instrumentation and Masculinity*. Symposium chaired at the annual convention of the American Psychological Association.

2. **Liang, C. T. H.** (August, 2016). *Working With Multiple Systems to Increase Opportunities for Academic Success for Students of Color*. Symposium chaired at the annual convention of the American Psychological Association.
3. **Liang, C. T. H., & Neville, H.** (August, 2015). *Working with critical gatekeepers to ensure the safety and justice for boys and men of color*. Symposium co-chaired at the annual convention of the American Psychological Association, Toronto, ON, Canada.
4. **Liang, C. T. H.** (January 2013). *The gendered and racialized lives of Latino/a individuals*. Symposium chaired at the biennial National Multicultural Conference and Summit. Houston, TX.
5. **Liang, C. T. H.** (August, 2010). *The gendered lives of racialized men. (Chair)* Symposium presented at the annual meeting of the American Psychological Association, San Diego, CA.
6. **Liang, C. T. H.** (June 2007). *Academic-Community partnerships: A well-spring for training and social change*. Symposium chaired at the biennial meeting of the Society for Community Research and Action, Pasadena, CA

Teaching and Advising

- Courses taught at Lehigh University (10 semesters + 5 summers) and the University of La Verne (7 years). Course description and approximate enrollment. (Note: * indicates newly developed course).

Lehigh University

Summer 2017

Helping Skills in International Settings (CPSY 452)

Enrollment: 13

The course is designed to (1) help students develop effective beginning helping and listening skills, (2) discuss how to best serve Third Culture Kids in the context of counseling, and (3) develop an understanding of research related to counseling children and adolescents.

International School Counseling (CPSY 453)

Enrollment: 11

This course is designed to further develop helping skills and to offer an overview of strategies to provide interventions outside of individual counseling. Methods for program evaluation, as well as empirically-based models for consultation and prevention were reviewed.

Spring 2017

Advanced Doctoral Practicum II (CPsy 488)

Enrollment: 4

This course is designed to be a full immersion practicum experience in which the student completes a year-long practicum and develops skills sets necessary for case presentations, case conceptualization and treatment planning.

Helping Skills and Practicum (CPsy 451)

Enrollment: 11

This course is designed to help students develop effective beginning helping and listening skills, and (2) to develop an understanding of research related to counseling. Students engage in role play in class to apply theory to practice.

Fall 2016

Foundations of Counseling Psychology (CPsy 460)

Enrollment: 4

This course is designed to provide CP doctoral students with a foundation of the history, values, issues, and major areas of study of the specialty. The course facilitates the development of students' professional identity and develops an understanding of issues relevant to practice in a variety of settings.

Diversity and Multicultural Perspectives (CPSY 471)

Enrollment: 12

The purpose of this course is to examine how differences that result from race, ethnicity, culture, class, sexuality, and gender influence behavior and attitudes of individuals. The course analyzed existing systems of power and privilege that maintain the social constructions of cultural differences within the United States and internationally. Importantly, the course exposed students to the dynamics of oppression/privilege, gender role socialization, cultural adjustment, and issues of equality and equity among those individuals and groups within society through a social justice lens, and provided students with the opportunity to develop personal perspectives that will impact their ability to be effective helping professionals.

Summer 2016

Counseling Issues and Skills: Facilitating Health Adjustment (CPSY 452)

Enrollment: 17

The course is designed to (1) help students develop effective beginning helping and listening skills, (2) discuss how to best serve Third Culture Kids in the context of counseling, and (3) develop an understanding of research related to counseling children and adolescents.

Counseling Issues and Skills: Building Healthy Communities (CPSY 453)

Enrollment: 15

This course is designed to further develop helping skills and to offer an overview of strategies to provide interventions outside of individual counseling. Methods for program evaluation, as well as empirically-based models for consultation and prevention were reviewed.

Spring 2016

Advanced Doctoral Practicum II (CPsy 488)

Enrollment: 6

This course is designed to be a full immersion practicum experience in which the student completes a year-long practicum and develops skills sets necessary for case presentations, case conceptualization and treatment planning.

Helping Skills and Practicum (CPsy 451)

Enrollment: 12

This course is designed to help students develop effective beginning helping and listening skills, and (2) to develop an understanding of research related to counseling. Students engage in role play in class to apply theory to practice.

Fall 2015

Foundations of Counseling Psychology (CPsy 460)

Enrollment: 5

This course is designed to provide CP doctoral students with a foundation of the history, values, issues, and major areas of study of the specialty. The course facilitates the development of students' professional identity and develops an understanding of issues relevant to practice in a variety of settings.

Diversity and Multicultural Perspectives (CPSY 471)

Enrollment: 12

The purpose of this course is to examine how differences that result from race, ethnicity, culture, class, sexuality, and gender influence behavior and attitudes of individuals. The course analyzed existing systems of power and privilege that maintain the social constructions of cultural differences within the United States and internationally. Importantly, the course exposed students to the dynamics of oppression/privilege, gender role socialization, cultural adjustment, and issues of equality and equity among those individuals and groups within society through a social justice lens, and provided students with the opportunity to develop personal perspectives that will impact their ability to be effective helping professionals.

Summer 2015

Counseling Issues and Skills: Facilitating Health Adjustment (CPSY 452)

Enrollment: 17

The course is designed to (1) help students develop effective beginning helping and listening skills, (2) discuss how to best serve Third Culture Kids in the context of counseling, and (3) develop an understanding of research related to counseling children and adolescents.

Counseling Issues and Skills: Building Healthy Communities (CPSY 453)

Enrollment: 15

This course is designed to further develop helping skills and to offer an overview of strategies to provide interventions outside of individual counseling. Methods for program evaluation, as well as empirically-based models for consultation and prevention were reviewed.

Spring 2015

Advanced Doctoral Practicum II (CPsy 488)

Enrollment: 4

This course is designed to be a full immersion practicum experience in which the student completes a year-long practicum and develops skills sets necessary for case presentations, case conceptualization and treatment planning.

Helping Skills and Practicum (CPsy 451)

Enrollment: 16

This course is designed to help students develop effective beginning helping and listening skills, and (2) to develop an understanding of research related to counseling. Students engage in role play in class to apply theory to practice.

Fall 2014

Foundations of Counseling Psychology (CPsy 460)

Enrollment: 6

This course is designed to provide CP doctoral students with a foundation of the history, values, issues, and major areas of study of the specialty. The course facilitates the development of students' professional identity and develops an understanding of issues relevant to practice in a variety of settings.

Diversity and Multicultural Perspectives (CPSY 471)

Enrollment: 18

The purpose of this course is to examine how differences that result from race, ethnicity, culture, class, sexuality, and gender influence behavior and attitudes of individuals. The course analyzed existing systems of power and privilege that maintain the social constructions of cultural differences within the United States and internationally. Importantly, the course exposed students to the dynamics of oppression/privilege, gender role socialization, cultural adjustment, and issues of equality and equity among those individuals and groups within society through a social justice lens, and provided students with the opportunity to develop personal perspectives that will impact their ability to be effective helping professionals.

Summer 2014

Counseling Issues and Skills: Facilitating Health Adjustment (CPSY 452)

Enrollment: 16

The course is designed to (1) help students develop effective beginning helping and listening skills, (2) discuss how to best serve Third Culture Kids in the context of counseling, and (3) develop an understanding of research related to counseling children and adolescents.

Counseling Issues and Skills: Building Healthy Communities (CPSY 453)

Enrollment: 15

This course is designed to further develop helping skills and to offer an overview of strategies to provide interventions outside of individual counseling. Methods for program evaluation, as well as empirically-based models for consultation and prevention were reviewed.

Spring 2014

Advanced Doctoral Practicum II (CPsy 488)

Enrollment: 3

This course is designed to be a full immersion practicum experience in which the student completes a year-long practicum and develops skills sets necessary for case presentations, case conceptualization and treatment planning.

Helping Skills and Practicum (CPsy 451)

Enrollment: 16

This course is designed to help students develop effective beginning helping and listening skills, and (2) to develop an understanding of research related to counseling. Students engage in role play in class to apply theory to practice.

Fall 2013

Foundations of Counseling Psychology (CPsy 460)

Enrollment: 4

This course is designed to provide CP doctoral students with a foundation of the history, values, issues, and major areas of study of the specialty. The course facilitates the development of students' professional identity and develops an understanding of issues relevant to practice in a variety of settings.

Psychological Research and Writing for Publication (CPsy 466)

Enrollment: 4

This course is designed to provide CP doctoral students with training in issues related to research methods and design as well as elements of effective scientific writing that is consistent with publication in APA journals. The primary objective of this course is to develop and complete a research proposal that can be used to satisfy the requirements of the doctoral qualifying project.

Summer 2013

Counseling Issues and Skills: Building Healthy Communities (CPSY 453) Enrollment: 18

This course is designed to further develop helping skills and to offer an overview of strategies to provide interventions outside of individual counseling. Methods for program evaluation, as well as empirically-based models for consultation and prevention were reviewed.

Diversity and Multicultural Perspectives (CPSY 471) Enrollment: 18

The purpose of this course is to examine how differences that result from race, ethnicity, culture, class, sexuality, and gender influence behavior and attitudes of individuals. The course analyzed existing systems of power and privilege that maintain the social constructions of cultural differences within the United States and internationally. Importantly, the course exposed students to the dynamics of oppression/privilege, gender role socialization, cultural adjustment, and issues of equality and equity among those individuals and groups within society through a social justice lens, and provided students with the opportunity to develop personal perspectives that will impact their ability to be effective helping professionals.

Spring 2013

Advanced Doctoral Practicum II (CPsy 488) Enrollment: 5

This course is designed to be a full immersion practicum experience in which the student completes a year-long practicum and develops skills sets necessary for case presentations, case conceptualization and treatment planning.

Helping Skills and Practicum (CPsy 451) Enrollment: 11

This course is designed to help students develop effective beginning helping and listening skills, and (2) to develop an understanding of research related to counseling. Students engage in role play in class to apply theory to practice.

Fall 2012

Psychological Research and Writing for Publication (CPsy 466) Enrollment: 5

This course is designed to provide CP doctoral students with training in issues related to research methods and design as well as elements of effective scientific writing that is consistent with publication in APA journals. The primary objective of this course is to develop and complete a research proposal that can be used to satisfy the requirements of the doctoral qualifying project.

University of La Verne, La Verne, CA

Spring 2012

Community Psychology: Models of Interventions (PSY 602) Enrollment: 20

In this doctoral-level course, students apply theories and models that were presented in Community Psychology: Theory and Research to prevention projects at local public schools and engage in discussion of the ways community psychology principals can be integrated into clinical practice. A major focus of this course is the infusion of social justice and advocacy into the practice of psychology.

Multicultural Psychology (PSY 409)

Enrollment: 30

This undergraduate-level course is designed to foster in students a greater knowledge and awareness of multicultural psychology. Participants in the course were exposed to various multicultural theories and paradigms relevant to diverse communities in the United States. The course also is experiential and allows students an opportunity to learn about themselves and others through immersion and contact experiences.

Abnormal Psychology (PSY 312)

Enrollment: 26

This undergraduate-level course is designed to expose students to the foundations of abnormal psychology. It provides students with an overview of major classes of psychological disorders.

Fall 2011

(Sabbatical)

Spring 2011

Community Psychology: Models of Intervention (PSY 602)

Enrollment: 19

In this doctoral-level course, students apply theories and models that were presented in Community Psychology: Theory and Research to prevention projects at local public schools and engage in discussion of the ways community psychology principals can be integrated into clinical practice. A major focus of this course is the infusion of social justice and advocacy into the practice of psychology.

Research Methods in Counseling (PSY 502)

Enrollment: 16

This master's-level course is designed to introduce students various research approaches used in the field of psychology and counseling. Qualitative, non-experimental (descriptive, correlational, etc.), quasi-experimental, and experimental designs are addressed. Methodological issues involved in single-subject designs, analog and process research, and program evaluation also are examined. Students develop the foundation for graduate seminar paper through this course.

Multicultural Psychology (PSY 409)

Enrollment: 25

This undergraduate-level course is designed to foster in students a greater knowledge and awareness of multicultural psychology. Participants in the course were exposed to various multicultural theories and paradigms relevant to diverse communities in the United States. The course also is experiential and allows students an opportunity to learn about themselves and others through immersion and contact experiences.

Fall 2010

Community Psychology: Theory and Research (PSY 600)

Enrollment: 19

This doctoral-level course is the first of a two sequence year-long experience. Students enrolled in this course are exposed to concepts, theories, and models of Community Psychology.

Multicultural Counseling (PSY 523)

Enrollment: 7

This master's-level course serves as an introduction to multicultural issues in counseling theory, practice, and research. Participants in the course are exposed to various (but not all) multicultural populations and paradigms relevant to working with diverse communities in the United States.

Multicultural Psychology (PSY 409)

Enrollment: 26

This undergraduate-level course is designed to foster in students a greater knowledge and awareness of multicultural psychology. Participants in the course were exposed to various multicultural theories and paradigms relevant to diverse communities in the United States. The course also is experiential and allows students an opportunity to learn about themselves and others through immersion and contact experiences.

Spring 2010

Community Psychology: Models of Intervention (PSY 602)

Enrollment: 21

In this doctoral-level course, students apply theories and models that were presented in Community Psychology: Theory and Research to prevention projects at local public schools and engage in discussion of the ways community psychology principals can be integrated into clinical practice. A major focus of this course is the infusion of social justice and advocacy into the practice of psychology.

Student Development Theories (PSY 515)

Enrollment: 5

This master's-level course is designed to provide professionals in student services with grounding in student development theories (social group identity development, cognitive development, moral development, and learning).

Multicultural Psychology (PSY 409)

Enrollment: 23

This undergraduate-level course is designed to foster in students a greater knowledge and awareness of multicultural psychology. Participants in the course were exposed to various multicultural theories and paradigms relevant to diverse communities in the United States. The course also is experiential and allows students an opportunity to learn about themselves and others through immersion and contact experiences.

Fall 2009

Community Psychology: Theory and Research (PSY 600)

Enrollment: 21

This doctoral-level course is the first of a two sequence year-long experience. Students enrolled in this course are exposed to concepts, theories, and models of Community Psychology.

Multicultural Counseling (PSY 523)

Enrollment: 6

This master's-level course serves as an introduction to multicultural issues in counseling theory, practice, and research. Participants in the course are exposed to various (but not all) multicultural populations and paradigms relevant to working with diverse communities in the United States.

Counseling and Interviewing Skills (PSY 429)

Enrollment: 9

This undergraduate-level course is designed to help students develop effective beginning helping and listening skills, and to offer an introduction to various helping professions.

Spring 2009

Clinical-Community Seminar II (PSY 668)*

Enrollment: 11

In this newly developed doctoral-level students, utilized Community-Based Participatory Action Research methodologies, analyzed data and provided a report with recommendations to stakeholders at an elementary school.

Student Development Theories (PSY 515) Enrollment: 10

This master's-level course is designed to provide professionals in student services with grounding in student development theories (social group identity development, cognitive development, moral development, and learning).

Multicultural Psychology (PSY 409) Enrollment: 19

This undergraduate-level course is designed to foster in students a greater knowledge and awareness of multicultural psychology. Participants in the course were exposed to various multicultural theories and paradigms relevant to diverse communities in the United States. The course also is experiential and allows students an opportunity to learn about themselves and others through immersion and contact experiences.

Fall 2008

Clinical-Community Seminar I (PSY 667)* Enrollment: 11

This newly developed doctoral-level course was designed to introduce students to theories of social change, community organization, consensus building. Students also were introduced to Community-Based Participatory Action Research methods and developed a research plan by collaborating with community stakeholders.

Multicultural Counseling (PSY 523) Enrollment: 12

This master's-level course serves as an introduction to multicultural issues in counseling theory, practice, and research. Participants in the course are exposed to various (but not all) multicultural populations and paradigms relevant to working with diverse communities in the United States.

Multicultural Psychology (PSY 409) Enrollment: 28

This undergraduate-level course is designed to foster in students a greater knowledge and awareness of multicultural psychology. Participants in the course were exposed to various multicultural theories and paradigms relevant to diverse communities in the United States. The course also is experiential and allows students an opportunity to learn about themselves and others through immersion and contact experiences.

Spring, 2008

Community Psychology: Models of Intervention (PSY 602) Enrollment: 20

In this doctoral-level course, students apply theories and models that were presented in Community Psychology: Theory and Research to prevention projects at local public schools and engage in discussion of the ways community psychology principals can be integrated into clinical practice. A major focus of this course is the infusion of social justice and advocacy into the practice of psychology.

Student Development Theories (PSY 515) Enrollment: 15

This master's-level course is designed to provide professionals in student services with grounding in student development theories (social group identity development, cognitive development, moral development, and learning).

Multicultural Psychology (PSY 409)

Enrollment: 30

This undergraduate-level course is designed to foster in students a greater knowledge and awareness of multicultural psychology. Participants in the course were exposed to various multicultural theories and paradigms relevant to diverse communities in the United States. The course also is experiential and allows students an opportunity to learn about themselves and others through immersion and contact experiences.

Fall 2007

Community Psychology: Theory and Research (PSY 600)

Enrollment: 20

This doctoral-level course is the first of a two sequence year-long experience. Students enrolled in this course are exposed to concepts, theories, and models of Community Psychology.

Multicultural Counseling (PSY 523)

Enrollment: 14

This master's-level course serves as an introduction to multicultural issues in counseling theory, practice, and research. Participants in the course are exposed to various (but not all) multicultural populations and paradigms relevant to working with diverse communities in the United States.

Community Psychology (PSY 375)

Enrollment: 12

This course is designed to introduce you to various theories and concepts in the field of community psychology. Specifically, it is designed for students wanting to approach psychology and social issues from a community psychology perspective. As such, it extends the study of the individual to the individual in a community setting. It focuses on the interaction between the individual and environment and may advocate for change at either level. It examines such constructs as the ecological model of development, system dynamics, stress and coping, prevention, social support, and social change.

Spring 2007

Community Psychology: Models of Intervention (PSY 602)

Enrollment: 9

In this doctoral-level course, students apply theories and models that were presented in Community Psychology: Theory and Research to prevention projects at local public schools and engage in discussion of the ways community psychology principals can be integrated into clinical practice. A major focus of this course is the infusion of social justice and advocacy into the practice of psychology.

Student Development Theories (PSY 515)

Enrollment: 12

This master's-level course is designed to provide professionals in student services with grounding in student development theories (social group identity development, cognitive development, moral development, and learning).

Multicultural Psychology (PSY 409)

Enrollment: 29

This undergraduate-level course is designed to foster in students a greater knowledge and awareness of multicultural psychology. Participants in the course were exposed to various multicultural theories and paradigms relevant to diverse communities in the United States. The course also is experiential and allows students an opportunity to learn about themselves and others through immersion and contact experiences.

January 2007

Special Topics: Racism and Masculinity among Latino Men (PSY 690)* Enrollment: 3

This seminar is designed oriented for discussing racism experiences and masculinity among Latino men. Students enrolled in this course will be exposed to concepts, theories, and models regarding racism-related stress, masculinity, and their implications for mental health. Research models and clinical interventions also will be discussed. The format of the course will be discussion oriented.

Fall 2006

Community Psychology: Theory and Research (PSY 600) Enrollment: 13

This doctoral-level course is the first of a two sequence year-long experience. Students enrolled in this course are exposed to concepts, theories, and models of Community Psychology.

Multicultural Counseling (PSY 523) Enrollment: 15

This master's-level course serves as an introduction to multicultural issues in counseling theory, practice, and research. Participants in the course are exposed to various (but not all) multicultural populations and paradigms relevant to working with diverse communities in the United States.

Abnormal Psychology (PSY 312) Enrollment: 21

This undergraduate-level course is designed to expose students to the foundations of abnormal psychology. It provides students with an overview of major classes of psychological disorders.

Spring 2006

Community Psychology: Models of Intervention (PSY 602) Enrollment: 15

In this doctoral-level course, students apply theories and models that were presented in Community Psychology: Theory and Research to prevention projects at local public schools and engage in discussion of the ways community psychology principals can be integrated into clinical practice. A major focus of this course is the infusion of social justice and advocacy into the practice of psychology.

Research Methods in Counseling (PSY 502) Enrollment: 8

This master's-level course is designed to introduce students various research approaches used in the field of psychology and counseling. Qualitative, non-experimental (descriptive, correlational, etc.), quasi-experimental, and experimental designs are addressed. Methodological issues involved in single-subject designs, analog and process research, and program evaluation also are examined. Students develop the foundation for graduate seminar paper through this course.

Community Psychology (PSY 375) Enrollment: 9

This course is designed to introduce you to various theories and concepts in the field of community psychology. Specifically, it is designed for students wanting to approach psychology and social issues from a community psychology perspective. As such, it extends the study of the individual to the individual in a community setting. It focuses on the interaction between the individual and environment and may advocate for change at either level. It examines such constructs as the ecological model of development, system dynamics, stress and coping, prevention, social support, and social change.

Fall 2005

Community Psychology: Theory and Research (PSY 600) Enrollment: 13

This doctoral-level course is the first of a two sequence year-long experience. Students enrolled in this course are exposed to concepts, theories, and models of Community Psychology.

Multicultural Counseling (PSY 523) Enrollment: 23

This master's-level course serves as an introduction to multicultural issues in counseling theory, practice, and research. Participants in the course are exposed to various (but not all) multicultural populations and paradigms relevant to working with diverse communities in the United States.

Counseling and Interviewing Skills (PSY 429) Enrollment: 13

This undergraduate-level course is designed to help students develop effective beginning helping and listening skills, and to offer an introduction to various helping professions.

- Advising - research direction. The name of student and academic year(s) involved should be indicated as well as placement of the student(s). List completed work first, then in-progress work.

Lehigh University

○ Doctoral Students

- | | | |
|---------------------------------------|----------------|---------------------------------------|
| • Lian Lu | 2017 – present | 1 st year doctoral student |
| • Gabrielle Rocchino | 2016 – present | 2 nd year doctoral student |
| • Research apprenticeship (completed) | | |
| • Jessica Liu | 2015 – present | 3 rd year doctoral student |
| • Research apprenticeship (completed) | | |
| • Louis Rivera, | 2014 – present | 4 th year doctoral student |
| • Research apprenticeship (completed) | | |
| • Qualifying project (completed) | | |
| • Christina Hermann, | 2014 – present | 4 th year doctoral student |
| • Research apprenticeship (completed) | | |
| • Qualifying project (completed) | | |
| • David Nguyen, | 2013 – present | 5 th year doctoral student |
| • Research apprenticeship (completed) | | |
| • Qualifying project (completed) | | |
| • Dissertation (proposed) | | |
| • Ge Song, | 2013 – present | 5 th year doctoral student |
| • Research apprenticeship (completed) | | |
| • Qualifying project (completed) | | |
| • Carin Molenaar, | 2012 – 2017 | Degree Posted (August, 2017) |
| • Research apprenticeship (completed) | | |
| • Qualifying project (completed) | | |
| • Dissertation (completed) | | |
| • Beata Lazaro, | 2012 – 2013 | |

- Domestic Master's Students
 - Deangie Davis, 2013 – 2015 Graduated
 - Adrienne Dieter, 2012 – 2015 Graduated
 - Selines Oquendo, 2012 – 2015 Graduated
 - Jillian Sollazzo, 2012 – 2014 Graduated
 - Suzanne Yeager, 2012 – 2014 Graduated
 - Ge Song, 2012 – 2013 Graduated
 - Jayme Smith, 2012 – 2013 Switched Advisors
- International Counseling Students
 - 30 – 35 students per year from 2013 - present

University of La Verne

- Doctoral Students
 - Holly Miller, 2006 – 2009 graduated, 8/2009
 - Dissertation (completed, 4/2009)
 - Jessica Prince, 2005 – 2010 graduated, 8/2010
 - Dissertation (completed, 3/2010)
 - Amanda Rivera, 2005 – 2010 graduated, 8/2010
 - Dissertation (completed, 4/2010)
 - Jason Davis, 2007 – 2012 graduated, 8/2012
 - Dissertation (completed, 4/2012)
 - Danielle Bryce, 2007 – 2012 graduated, 8/2012
 - Dissertation (completed, 4/2012)
 - Phillip Dang, 2007 – 2012 graduated, 8/2012
 - Dissertation (completed, 3/2012)
 - Natalya Godes, 2007 – 2012 graduated, 8/2012
 - Dissertation (completed, 4/2012)
- Undergraduate Students
 - 30 – 35 students per year from 2005 – 2012

Service

- University
 - Service to University and College (including university governance)

Lehigh University

- 2016 - present Tri-Chair of Diversity and Inclusion Certificate Program Committee
- 2014 - present Diversity Climate Survey Team
- 2013 - present Council for Equity and Community – Member
 - Funding Sub Group
 - Governance Sub Group

Updated July 27, 2017

- 2013 - present Institutional Review Board – Member
- 2017 Search Committee, Chairperson, Office of Multicultural Affairs
- 2014 - 2017 Faculty Compensation Committee
- 2016 Vice President for Equity and Community Structure Working Group
- 2013 - 2015 Campus Alcohol Prevention Group (formerly NCHIP) - Member
- 2013 – 2014 Community Health Cluster Search Committee - Member

University of La Verne

- 2011- 2012 Faculty Senate – Diversity Committee Member
- 2011- 2012 Chief Diversity Officer Search Committee Member
- 2005 - 2012 Coalition for Diversity Member
- 2007- 2011 Institutional Review Board (IRB) Member
- 2010 Provost Graduate Council Task Force Member
- 2006, 2007 Growing with Diversity Essay Judge
- 2005 – 2007 Undergraduate Academic Policies Committee Member

- Service to Department

Lehigh University

- 2017 - present Training Director, Counseling Psychology Doctoral Program
- 2013 - present International Counseling Program Coordinator
- 2016 Member, Education Leadership Faculty Search Committee
- 2015 Chair, Counseling Psychology Faculty Search Committee
- 2013 MCAC Annual Review Coordinator
- 2013 Stout Dissertation Award Selection Committee

University of La Verne

- 2011 - 2012 Psychology Research Participant Pool Coordinator
- 2008 - 2011 Student Evaluation Committee Member
- 2006 - 2011 Program Admissions Committee Member
- 2005 - 2011 Psy.D. Program Steering Committee Member
- 2005 - 2011 Master's Program Steering Committee Member
- 2005 - 2009 Committee for Community, Diversity, Awareness, and Knowledge
- 2005 - 2009 Clinical Training Committee Member
- 2006 Psychology Department Promotion and Tenure Committee Member
- 2006 Catherine Cameron Graduate Fellowship Co-Coordinator

- Service to Profession

- 2016 – present Tri-Chair, Divisions for Social Justice of APA
- 2017 Ad hoc reviewer, *Sex Roles*
- 2016 Ad hoc reviewer, *BMC Psychology*

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- 2015 - present Ad hoc reviewer, *Journal of Asian American Psychology*
- 2015 Guest Article Editor, *Psychology of Men and Masculinity*
- 2015 Representative to Divisions of Social Justice, Division 51
- 2013 – 2016 Research to Practice and Policy Leadership Institute, Chair, Division 51
- 2014 Past-President for Division 51
Society for the Psychological Study of Men and Masculinity
- 2013 President for Division 51
Society for the Psychological Study of Men and Masculinity
- 2013 Ad hoc reviewer, *Journal of Adolescent Research*
- 2013 Ad hoc reviewer, *Journal of School Psychology*
- 2007 - present Ad hoc reviewer, *Journal of Counseling Psychology*
- 2006 - present Ad hoc reviewer, *Cultural Diversity and Ethnic Minority Psychology*
- 2010 - present Reviewer, submissions to annual APA Convention
Society for the Psychological Study of Men and Masculinity
- 2012 - 2013 President-Elect for Division 51
Society for the Psychological Study of Men and Masculinity
- 2011 Program Co-Chair, Division 51
Annual Convention of the American Psychological Association
Society for the Psychological Study of Men and Masculinity
- 2008 - 2013 Ad hoc reviewer, *Psychology of Men and Masculinity*
- 2008 – 2010 Member-at-Large for Division 51
Society for the Psychology Study of Men and Masculinity
- 2008 Coordinator, National Leadership Fellows Program
Asian American Psychological Association
- 2008 Ad hoc reviewer, *American Psychologist*
- 2007 Ad hoc reviewer, *Journal of Social and Clinical Psychology*
- 2007 Ad hoc reviewer, *Applied Psychology: An International Review*

- 2006 – 2007 Steering Committee Member
National Psychotherapy with Men Conference
Society for the Psychological Study of Men and Masculinity
- 2006 – 2008 Secretary-Historian
Asian American Psychological Association
- 2006 Poster Judge, Annual Conference
Asian American Psychological Association
- 2006 Ad hoc reviewer, *Social Science and Medicine*
- 2006 Reviewer, Submission to annual conference program
Society of Counseling Psychology
Section for Ethnic and Racial Diversity
- 2005 Reviewer, Submission to annual conference program
Asian American Psychological Association
- 2005 Reviewer, submission to annual conference program
Society of Counseling Psychology
Section for the Advancement of Women
- Service to Community (Evaluation and Consultation)
 - Lehigh Valley
 - 08/2016 Donegan Elementary School – Trauma Informed Practice
 - 09/2015 – 2016 Allentown Unified School District Diversity Consultation
 - 08/2015 – 2016 Bethlehem Superintendent’s Taskforce on Excellence
 - 06/2015 Bethlehem Leadership, Equity, Access, and Diversity
 - 10/2013 – 2015 Helping Boys Succeed – Bethlehem Area School District
 - City of Claremont/Claremont Unified School District
 - 8/2008 - 6/2012 Bullying Prevention at Mountain View Elementary School
 - 9/2007 - 8/2008 Community Well-Being and Safety of Low-Income Renters
 - 9/2005 - 8/2008 Mental Health Collaborators Group
 - 9/2006 - 5/2007 Diversity Training for Human Services Department
 - 5/2006 - 7/2007 Developed & Administered Mental Health Services Program
 - 9/2005 - 8/2006 Mental Health Needs Assessment of Claremont Youth