

Joshua C. Felver, PhD ABPP

Cornell University
College of Human Ecology
Bronfenbrenner Center for Translational Research
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[Google Scholar profile](#)
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Education

Postdoctoral fellowship (2013 – 2015)
Child Clinical Psychology (APA-accredited), Alpert Medical School of Brown University,
The Bradley School

Predocotrinal internship (2012 – 2013)
Child Clinical and Pediatric Psychology (APA-accredited), Harvard Medical School,
Boston Children’s Hospital

PhD (2013) School Psychology (APA-accredited),
MS (2010) Special Education
University of Oregon, Department of Special Education and Clinical Sciences

BA, Psychology (2005)
University of Rochester, Department of Psychology

Academic Appointments

Extension Associate (2023-current)
Cornell University, College of Human Ecology, Bronfenbrenner Center for Translational
Research

Visiting Scholar (2022-2023)
Cornell University, College of Human Ecology, Bronfenbrenner Center for Translational
Research

Extension Associate (2022-2024)
Cornell University, ILR School, Yang Tan Institute on Employment and Disability

Research Assistant Professor (2019 – 2022)
SUNY Upstate Medical University, Department of Physical Medicine and Rehabilitation

Assistant Professor & Director of Clinical Training (2015 – 2022)
Syracuse University, Department of Psychology

Research Fellow (2013 – 2015)
Alpert Medical School of Brown University, Department of Psychiatry and Human
Behavior

Clinical Fellow (2012 – 2013)
Harvard Medical School, Department of Psychiatry

Professional Interests

Research: developing, implementing, and exploring biomechanisms of mindfulness-based programming in school and community settings to promote health equity; clinical and translational research methodology

Teaching: engaging student learning through applied research, practicum, externship, and service-learning experiences

Extension: mental health promotion; technical assistance for systems-level intervention, implementation science, and data-based decision making; program evaluation

Clinical: evidence-based practices for school-age youth and families; mindfulness-based programming for youth, parents, and teachers

Honors, Awards, and Fellowships

NIH Early Career Reviewer, 2021 – 2022

NIH Pediatric Loan Repayment Program (NCCIH), 2017 – 2020

Senior Investigator, Mind & Life Summer Research Institute, 2017, 2019

International Association of Yoga Therapists Research Abstract Award for Excellence and Innovation in Yoga Research, 2014

University of Oregon Public Impact Fellowship, 2011 – 2012

University of Oregon Graduate Teaching Fellowship, 2011 – 2012

NIMH Pre-doctoral Fellowship – National Research Service Award (T32), 2009 – 2011

IES Early Intervention Leadership and Training Fellowship, 2007 – 2009

Peer-Reviewed Publications

* indicates graduate advisee, Felver senior author

† indicates undergraduate/post-baccalaureate advisee, Felver senior author

40. Wang, Q., Wu, Y., Feng, R., Hao, X., **Felver, J. C.**, Zhang, Y., & Razza, R. (in press). Adaptation and validation of the mindful student questionnaire in Chinese. *Mindfulness*. <https://doi.org/10.1007/s12671-023-02299-x>
39. **Felver, J. C.**, *Clawson, A. J., *Ash, T. L., & Wang, Q. (in press). Effects of brief mindfulness practice on reading performance among racially minoritized adolescents. *School Psychology*. <https://pubmed.ncbi.nlm.nih.gov/37917455/>

38. *Cary, E. L., Bergen-Cico, D., *Sinegar, S., †Schutt, M. K., *Helminen, E. C., & **Felver, J. C.**, (2023). Self-regulation mediates effects of adapted Mindfulness-Based Stress Reduction on anxiety among college students. *Journal of American College Health*. <https://doi.org/10.1080/07448481.2023.2201843>
37. *Ash, T., †Yamashita, S., *Helminen, E., & **Felver, J. C.** (2023). Teachers' Racial Biases in Disciplinary Decisions: The Role of Mindfulness. *Journal of School Psychology, 96*, 75-87. <https://doi.org/10.1016/j.jsp.2022.11.003>
36. Singh, N. N., Lancioni, G. E., **Felver, J. C.**, Myers, R. E., Hwang, Y., Chan, J., & Medvedev, O. N. (2023). Effects of mindful engagement and attention on reciprocal caregiver and client interactions: A behavioral analysis of moment-to-moment changes during mindfulness practice. *Mindfulness, 14*, 1893-1907. <https://doi.org/10.1007/s12671-023-02190-9>
35. **Felver, J. C.**, *Cary, E. L., *Helminen, E. C., †Schutt, M. K., Gould, L. F., Greenberg, M. T., Roeser, R. W., Baelen, R. N., & Schussler, D.L. (2023). Identifying Core Program Components of Mindfulness-Based Programming for Youth: Delphi Approach Consensus Outcomes. *Mindfulness, 14*, 279–292. <https://doi.org/10.1007/s12671-022-02015-1>
34. *Helminen, E. C., Ducar, D. M., Parke, K. L., *Morton, M. L., & **Felver, J. C.** (2023). Self-compassion, minority stress, and mental health in sexual and gender minority populations: A meta-analysis and systematic review. *Clinical Psychology: Science and Practice, 30*, 26–39. <https://doi.org/10.1037/cps0000104>
33. Baelen R. N., Gould, L. F., **Felver, J. C.**, Schussler, D. L., & Greenberg, M. T. (2023). Implementation reporting recommendations for school-based mindfulness programs. *Mindfulness, 14*, 255–278. <https://doi.org/10.1007/s12671-022-01997-2>
32. *Helminen, E. C., *Ash, T. L., *Cary, E. L., *Sinegar, S. E., Janack, P., DiFlorio, R., & **Felver, J. C.** (2023). Gender differences in the stress-buffering effects of mindfulness facets on substance use among low-income adolescents. *Addictive Behaviors, 136*, 1-6. <https://doi.org/10.1016/j.addbeh.2022.107491>
31. Scheer, J. R., Helminen, E. C., **Felver, J. C.**, & Coolhart, D. (2023). Nonmedical social determinants, syndemic conditions, and suicidal thoughts and behaviors in a treatment-seeking community sample: a latent class analysis. *Archives of Suicide Research, 27*, 1063-1082. <https://doi.org/10.1080/13811118.2022.2108741>

30. *Helminen, E. C., Scheer, J. R., *Ash, T. L., Haik, A. K., & **Felver, J. C.** (2023). Discrimination, depression, and anxiety among sexual minority and heterosexual young adults: The role of self-compassion. *LGBT Health, 10*, 315-323. <https://doi.org/10.1089/lgbt.2022.0079>
29. Shah, M., Moskowitz, L., & **Felver, J. C.** (2022). Soles of the Feet mindfulness-based program for students with autism spectrum disorder and challenging behavior. *Mindfulness, 13*, 1342-1353. <https://doi.org/10.1007/s12671-022-01887-7>
28. *Helminen, E. C., †Zhang, X., *Clawson, A. J., *Morton, M. L., *Cary, E. L., *Sinegar, S. E., Janack, P., & **Felver J. C.** (2022). Stress-buffering effects of mindfulness programming for adolescents in schools during periods of high- and low-stress. *ECNU Review of Education*. <https://doi:10.1177/20965311221100563>
27. **Felver, J. C.**, *Clawson, A. J., *Ash, T. L., Martens, B., Wang, Q., & Singh, N. (2022). Meta-analysis of mindfulness-based program Soles of the Feet for disruptive behaviors. *Behavior Modification 46*, 1488-1516. <https://doi:10.1177/01454455211073738>
26. *Helminen, E. C., Scheer, J. R., Edwards, K. M., & **Felver J. C.** (2021). Adverse childhood experiences exacerbate the association between discrimination in young adulthood and mental health symptomology in undergraduate students. *Journal of Affective Disorders, 297*, 338-347. <https://doi:10.1016/j.jad.2021.10.058>
25. *Helminen, E. C., Scheer, J. R., & **Felver J. C.** (2021). Gender differences in the associations between mindfulness, self-compassion, and perceived stress reactivity. *Mindfulness, 1-11*. <https://doi:10.1007/s12671-021-01672-y>
24. *Helminen, E. C., *Morton, M. L., Wang, Q. **Felver, J. C.** (2021). Stress reactivity to the Trier Social Stress Test in traditional and virtual environments: A meta-analytic comparison. *Psychosomatic Medicine, 83*, 200-211. <https://doi:10.1097/psy.0000000000000918>
23. **Felver, J. C.**, *Helminen, DiFlorio, R. (2020). Ultra-brief mindfulness intervention for highly stressed professionals: A pilot open trial. *Journal of Alternative and Complementary Medicine, 26*, 247-248. <https://doi:10.1089/acm.2019.0311>
22. **Felver, J. C.**, Razza, R., *Morton, M. L., *Clawson, A. J., & Shaffer Mannion, R. (2020). School-based yoga intervention increases adolescent resilience: a pilot trial. *Journal of Child & Adolescent Mental Health. 32*. 1-10. <https://doi:10.2989/17280583.2019.1698429>

21. *Cary, E., Russo, N., Racer, K., & **Felver, J. C.** (2020). Neural correlate of acceptance: Relating individual differences in dispositional acceptance to error processing. *Mindfulness*, *11*, 1401-1412. <https://doi:10.1007/s12671-020-01368-9>
20. *Morton, M. L., *Helminen, E., & **Felver, J. C.** (2020). A systematic review of mindfulness interventions on psychophysiological responses to acute stress. *Mindfulness*, *11*, 2039-2054. <https://doi:10.1007/s12671-020-01386-7>
19. †Becker, M., †Bartalotta, A., *Morton, M. L., *Helminen, E., *Clawson, A., & **Felver, J. C.** (2020). The effects of Mindfulness-Based Stress Reduction in the higher education workplace: A pilot study. *Journal of Integrated Social Sciences*, *10*, 136-154.
18. **Felver, J. C.**, *Clawson, A. J., *Morton, M. L., Brier-Kennedy, E., Janack, P., & DiFlorio, R. A. (2019). School-based mindfulness intervention supports adolescent resiliency: A randomized controlled pilot study. *International Journal of School and Educational Psychology*, *7*, 111-122. <https://doi:10.1080/21683603.2018.1461722>
17. *Helminen, E. C., *Morton, M. L., Wang, Q., & **Felver, J. C.** (2019). A meta-analysis of cortisol reactivity to the Trier Social Stress Test in virtual environments. *Psychoneuroendocrinology*, *110*, 104437 <https://doi:10.1016/j.psyneuen.2019.104437>
16. **Felver, J. C.**, *Morton, M. L., & *Clawson, A. J. (2018). Mindfulness-Based Stress Reduction reduces psychological distress in college students. *College Student Journal*, *52*, 291-298.
15. Singh, N. N., Lancioni, G. E., Nabors, L., Myers, R. E., **Felver, J. C.**, & Manikam, R. (2018). Samatha Meditation training for students with Attention Deficit/Hyperactivity Disorder: Effects on active academic engagement and math performance. *Mindfulness*, *9*, 1867-1876. doi: 10.1007/s12671-018-1014-0
14. **Felver, J. C.**, Felver, S. L., Margolis, K. L., Ravitch, N. K., Romer, N., & Horner, R. H. (2017). Effectiveness and social validity of the Soles of the Feet mindfulness-based intervention with special education students. *Contemporary School Psychology*, *21*, 358-368. <https://doi:10.1007/s40688-017-0133-2>
13. **Felver, J. C.**, Jones, R., †Killam, M. A., Kryger, C., Race, K., & McIntyre, L. L. (2017). Contemplative intervention reduces physical interventions for children in residential psychiatric treatment. *Prevention Science*, *18*, 164-173. <https://doi:10.1007/s11121-016-0720-x>
12. **Felver, J. C.**, Tipsord, J. M., †Morris, M. J., Racer, K. H., & Dishion, T. J. (2017).

The effects of mindfulness-based intervention on children's attention regulation.

Journal of Attention Disorders, 21, 872-881.

<https://doi:10.1177/1087054714548032>

11. **Felver, J. C.**, †Celis-DeHoyos, E., †Tezanos, K., & Singh, N. (2016). A systematic review of mindfulness-based interventions for youth in school settings. *Mindfulness*, 7, 34-45. <https://doi:10.1007/s12671-015-0389-4>
10. **Felver, J. C.** & Jennings, P. A. (2016). Applications of mindfulness-based interventions in school settings: An introduction. *Mindfulness*, 7, 1-4. <https://doi:10.1007/s12671-015-0478-4>
9. May, L. M., Reinka, M. A., Tipsord, J. M., **Felver, J. C.**, & Berkman, E. T. (2016). Parenting an early adolescent: a pilot study examining neural and relationship quality changes of a mindfulness intervention. *Mindfulness*, 7, 1203-1213. <https://doi:10.1007/s12671-016-0563-3>
8. Singh, N. N., Lancioni, G. E., Karazsia, B. T., **Felver, J. C.**, & Myers, R. E., & Nugent, K. (2016). Effects of Samatha Meditation on active academic engagement and math performance of students with Attention Deficit/Hyperactivity Disorder. *Mindfulness*, 7, 68-75. <https://doi:10.1007/s12671-015-0424-5>
7. **Felver, J. C.**, Butzer, B., †Olson, K., Smith, I., & Khalsa, S. B. (2015). Yoga in public school improves adolescent mood and affect. *Contemporary School Psychology*, 19, 184-192. <https://doi:10.1007/s40688-014-0031-9>
6. **Felver, J. C.**, Frank, J. L., & McEachern, A. D. (2014). Effectiveness, acceptability, and feasibility of the Soles of the Feet mindfulness-based intervention with elementary school students. *Mindfulness*, 5, 589-597. <https://doi:10.1007/s12671-013-0238-2>
5. **Felver, J. C.**, Doerner, E., Jones, J., Kaye, N. & Merrell, K. M. (2013). Mindfulness in school psychology: Applications for intervention and research. *Psychology in the Schools*, 50, 531-547. <https://doi:10.1002/pits.21695>
4. Racer, K. H., Gilbert, T. T., Luu, P., **Felver-Gant J. C.**, Abdullaev, Y., & Dishion, T. J. (2011) Attention network performance and psychopathic symptoms in early adolescence: An ERP study. *Journal of Abnormal Child Psychology*, 39, 1001-1012. <https://doi:10.1007/s10802-011-9522-6>
3. Merrell, K. H., **Felver-Gant, J. C.**, & Tom, K. M. (2011). Development and validation of a parent report measure for assessing social-emotional competencies of children and adolescents. *Journal of Child and Family Studies*, 20, 529-540. <https://doi:10.1007/s10826-010-9425-0>

2. **Felver-Gant, J. C.**, Bruce, A., Zimmerman, M., Sweet, L., Millman, R., & Aloia, M. (2007). Working memory in obstructive sleep apnea: Construct validity and treatment effects. *Journal of Clinical Sleep Medicine*, 3, 589-594.
1. **Felver-Gant J. C.** & Hefner K. (2005). Being mindful: Facilitating enhanced personal integrity and interpersonal honesty. *Journal of Undergraduate Research*, 3, 26-29.

Peer-Reviewed Publications: Under Review and In Preparation

* indicates graduate advisee, Felver senior author

† indicates undergraduate/post-baccalaureate advisee, Felver senior author

5. *Helminen, E. C., Scheer, J. R., *Morton, M. L., Coldon, A., & **Felver, J. C.** (under review). *Effects of brief mindfulness practice and trait self-compassion on self-reported stress reactivity and recovery: Gender differences in a randomized controlled trial.*
4. *Helminen, E. C., Kaplan-Kahn, E. A., **Felver, J. C.**, & Russo, M. (under review). *School psychologists as facilitators for the transition from pediatric to adult healthcare in sickle cell disease: A scoping review.*
3. **Felver, J. C.**, *Helminen, E. C., †Schutt, M. K., *Cary, E. L., Schussler, D.L., Baelen, R. N., Gould, L. F., Roeser, R. W. (accepted, in revision). *Dosage and Session Structure of Mindfulness-Based Programming for Youth across Developmental Periods: Delphi Approach Outcomes.*
2. *Carmona, B. A., *Masters, E., Lewandowski, L., Rieger, B., Bellows, L., & **Felver, J. C.** (in preparation). *Measuring undergraduate student academic stress: Development of the College Academic Disruption Scale (CADS).*
1. **Felver, J. C.**, *Cary, E. L., *Helminen, E. C., †Schutt, M. K., Gould, L. F., Greenberg, M. T., Roeser, R. W., Baelen, R. N., & Schussler, D.L. (in preparation). *Identifying instructor competencies of mindfulness-based programming for youth: Delphi approach consensus outcomes.*

Books

3. Singh, N. N & **Felver, J. C.** (in preparation). *Mindfulness-Based Positive Behavior Support (MBPBS) for parents and caretakers.*
2. Wang, Q., Razza, R., & **Felver, J. C.** (Eds.). (under contract). *Mindfulness Education: Translational and Applied Research in Post-COVID Era.* Information Age Publishing.

1. **Felver, J. C.** & Singh, N. N. (2020). *Mindfulness in the classroom: An evidence-based program to reduce disruptive behavior and increase academic engagement*. New Harbinger Publications.

Book Chapters

* indicates graduate advisee, Felver senior author

† indicates undergraduate/post-baccalaureate advisee, Felver senior author

6. *Ash, T. L., *Clawson, A. J., Wang, Q., & **Felver, J. C.** (forthcoming). The utility of single-case experimental designs for mindfulness-based programs in school settings. In Q. Wang, R. Razza, & **J. C. Felver** (Eds.) *Mindfulness Education: Translational and Applied Research in Post-COVID Era*. Information Age Publishing.
5. *Ash, T. L., Helminen, E. C., Morton, M. L., & **Felver, J. C.** (forthcoming). Yoga for Stress. In Khalsa, S. B., Telles, S., & Cook-Cottone, C. (Eds.) *The Principles and Practice of Yoga for Children and Adolescents*. Handspring Publishing Limited.
4. **Felver, J. C.** (in press). Brief mindfulness interventions: Soles of the Feet for students and daily guided audio practice. In Renshaw, T. L. & Jimerson, S. R. (Eds.) *Using mindfulness to promote mental health in schools*. Oxford University Press.
3. †Schutt, M. K. & **Felver, J. C.** (2020). Mindfulness in education. In N. N. Singh & S. D. S. Joy (Eds.), *Mindfulness-based interventions with children and adolescents: Research and practice*. Springer. <https://doi:10.4324/9781315563862-6>
2. **Felver, J. C.**, *Clawson, A. J., *Helminen, E. C., *Koelmel, E. L., *Morton, M. L., & *Sinegar, S. E. (2018). Reconceptualizing the measurement of mindfulness. In D. Grimes, H. Lin, & Q. Wang (Eds.), *Empirical studies of contemplative practices* (pp.19-42). Nova Science Publishers.
1. Dishion, T. J., **Felver-Gant, J. C.**, Abdullaev, Y., & Posner, M. I. (2011). Self-regulation and adolescent drug use: Translating developmental science and neuroscience into prevention practice. In M. Bardo, D. Fishbein, & R. Milich (Eds.), *Inhibitory control and drug abuse prevention: From research to translation* (pp. 281-301). Springer. https://doi:10.1007/978-1-4419-1268-8_15

Other Publications in Scientific Journals

* indicates graduate advisee

12. *Morton, M. L. & **Felver, J. C.** (2020). Book Review: The Mindful School: Transforming School Culture Through Mindfulness and Compassion. *Mindfulness*, 2860-2861. <https://doi:10.1007/s12671-020-01507-2>
11. *Cary, E. L. & **Felver, J. C.** (2020). Book Review: Self-Compassion for Parents: Nurture Your Child by Caring for Yourself. *Mindfulness*, 2241-2242. <https://doi:10.1007/s12671-020-01408-4>
10. *Clawson, A. J. & **Felver, J. C.** (2020). Book Review: The Mindfulness Matters Program for Children and Adolescents: Strategies, Activities, and Techniques for Therapists and Teachers. *Mindfulness*, 1823-1824. <https://doi:10.1007/s12671-020-01407-5>
9. Costa, M. R., **Felver, J. C.**, Razza, R. (2019). Supporting mindfulness based interventions with social virtual reality. *Proceedings of 2019 the 9th International Workshop on Computer Science and Engineering*, 238-245. <https://doi:10.18178/wcse.2019.06.036>
8. **Felver, J. C.** (2018). Book review: Mindfulness and yoga in schools: A guide for teachers and practitioners. *Canadian Journal of School Psychology*, 33, 86-89. <https://doi:10.1177/0829573517720553>
7. **Felver, J. C.** (2016). Book review: Handbook of mindfulness in education: Integrating theory and research into practice. *Mindfulness*, 7, 1445-1447. <https://doi:10.1007/s12671-016-0622-9>
6. **Felver, J. C.** (2016). Book review: Mindfulness for teachers: Simple skills for peace and productivity in the classroom. *Mindfulness*, 7, 286-288. <https://doi:10.1007/s12671-015-0470-z>
5. **Felver, J. C.** (2014). Book review: Executive function and child development. *Journal of Child and Family Studies*, 23, 945-947. <https://doi:10.1007/s10826-013-9854-7>
4. **Felver, J. C.** (2014). Book review: Mindfulness and acceptance for addictive behaviors: Applying contextual CBT to substance abuse and behavioral addictions. *Mindfulness*, 5, 108-110. <https://doi:10.1007/s12671-013-0220-z>
3. **Felver, J. C.** (2011). Book review: Mindfulness-based cognitive therapy for anxious children: A manual for treating childhood anxiety. *Mindfulness*, 2, 289-291. <https://doi:10.1007/s12671-011-0077-y>

2. **Felver-Gant, J. C. & Levi, S. L.** (2011). Book review: Evidence-based school mental health services: Affect education, emotion regulation training, and Cognitive Behavioral Therapy. *Journal of Child and Family Studies*, 20, 884-886. <https://doi:10.1007/s10826-011-9533-5>
1. **Felver-Gant, J. C.** (2010). Book review: Teaching mindfulness: A practical guide for clinicians and educators. *Mindfulness*, 3, 196-198. <https://doi:10.1007/s12671-010-0020-7>

New York State Education Department, Office of Special Education Professional Development Seminars

Note: Professional development seminars created for statewide use as part of [New York State's Technical Assistance Partnership](#); authorship is not recorded.

Primary author (2023). Seminar Series: Using Data to Promote Equity and Positive Outcomes for Students with Disabilities (10 modules)

Primary author (2023). *Recommendations for working with Personally Identifiable Information (PII)*.

Contributing author (2023). *Practical Skills for Working with Data: Introduction to Microsoft Excel*.

Contributing author (2023). *Practical Skills for Working with Data: Analyzing and visually displaying data*.

Contributing author (2023). *Practical Skills for Working with Data: Understanding and interpreting qualitative data*.

Contributing author (2023). *Social Emotional Learning and Equity: Revising the Benchmarks*.

Grant Funding: Active, Submitted, In Preparation/Revision

* indicates graduate advisee, † indicates undergraduate advisee

PI (2023-2027) *Independent evaluation of "The Fort Drum Regional Full-Service Community Schools Consortium"*. U.S. Department of Education, Office of Elementary and Secondary Education. Subcontract (LEA awardee: Belleville-Henderson Central School District), \$144,500 (direct and indirect); active

Faculty sponsor/supervisor (*Helminen, PI) (2021 – 2024) *Effects of Self-Compassion Practice on Stress Reactivity Among Sexual Minority Women*. GLMA: Health Professionals Advancing LGBTQ Equality. \$10,000 (direct); active

PI *Development of mindfulness-based programming to reduce special education teacher attrition in school systems serving students of color in low-income communities.* U.S. Department of Education Institute of Education Sciences (IES), \$240,547 (direct); not funded, in revision

PI *Adapting a school-based mindfulness intervention to target problematic alcohol use among African-American adolescents.* National Institutes of Health (NIAAA), \$450,000 (direct); in revision (not funded, Impact Score 35)

Co-PI (Bellows, Co-PI). *Intervention Approaches to Promote Early Childhood Healthy Eating and Activity Behaviors in Urban Low-Income Racially Diverse Communities.* Cornell Center for Health Equity, \$49,600 (direct); not funded

Co-PI (Sellers, Co-PI) *The impact of a trauma-informed school context on racially disproportionate disciplinary practices: An evaluation of Therapeutic Crisis Intervention for Schools.* U.S. Department of Education Institute of Education Sciences (IES), \$2.6 million (direct); in preparation

Grant Funding: Completed

* indicates graduate advisee, † indicates undergraduate advisee

Faculty sponsor/supervisor (*Helminen, PI) (2021 – 2023) *Experiences of self-compassion and receiving compassion from others among sexual assault-exposed sexual minority women*, Dr. Christine Blasey-Ford Grant, American Psychological Foundation, \$1,250 (direct)

Faculty sponsor/supervisor (*Helminen, PI) (2020 – 2023) *The influence of discriminatory experiences on career intentions*, Small Research Grant, Syracuse University Intelligence Community Center for Academic Excellence, \$1,200 (direct)

PI (2018 – 2022) *Effects and Feasibility of a Brief Mindfulness-Based Intervention for Student Test Anxiety*, Collaboration for Unprecedented Success and Excellence, Syracuse University Office of Sponsored Programs, \$29,291 (direct)

Faculty sponsor/supervisor (†Yamashita, PI) (2021 – 2022) *Mindfulness for Prejudice Reduction in Schools*, Crown Award, Syracuse University Renée Crown University Honors Program, \$4,943 (direct)

Co-I (Costa, PI) (2019 – 2022) *Virtual reality-supported mindfulness-based intervention for novice teachers*, Collaboration for Unprecedented Success and Excellence, Syracuse University Office of Sponsored Programs, \$20,000 (direct)

PI (2017 – 2020) *Evaluating the effects of mindfulness-based interventions within pediatric populations*, NIH Pediatric Loan Repayment Program, National Center for Complementary and Integrative Health, \$31,939

PI (2016 – 2018) *Evaluation of School-Based Mindfulness Curriculum “Learning to BREATHE”*, 1440 Award, Mind & Life Institute, \$15,000 (direct)

PI (2012 – 2013) *Study of mindfulness-based intervention in a child psychiatric residential treatment facility*, Hope Baney Fund Award, University of Oregon College of Education, \$3,688 (direct)

Faculty sponsor/supervisor (*Morton, PI) (2020 – 2021) *Effects of a brief body scan intervention on stress reactivity*, Syracuse University Research Fellowship, Syracuse University Graduate School, \$4,000 (direct)

Co-I (Tipsord, PI) (2010 – 2011) *Mindfulness Training for Parents and Children*, Varela Research Award for Contemplative Science, Mind & Life Institute, \$15,000 (direct)

Pre-doctoral Research Fellow (Stormshak, PI) (2009 – 2011) *Development and Psychopathology Research Training Grant*, Ruth L. Kirschstein National Research Service Awards (NRSA) Institutional Research Training Grant (T32), National Institute of Mental Health, \$71,511

Peer-Reviewed Presentations

* indicates graduate advisee, Felver senior author

† indicates undergraduate/post-baccalaureate advisee, Felver senior author

30. †Yamashita, S., *Ash, T., & **Felver, J. C.** (2022, February). *Identifying Core Program Components and Core Instructor Competencies of Mindfulness-Based Programming for Youth*. Paper presentation at the University of Washington Center for Child and Family Well-being Mindfulness, Self-Compassion and Family Well-Being Conference, Seattle, WA.
29. †Yamashita, S., *Ash, T., & **Felver, J. C.** (2022, February). *The Influence of Mindfulness on Teachers' Biases in Exclusionary Discipline*. Poster presentation at the National Association of School Psychologists Annual Convention, Boston, MA.
28. *Ash, T. & **Felver, J. C.** (2022, February). *Teachers' Mindfulness and Racial Bias in Student Academic Evaluation*. Paper accepted for presentation at the National Association of School Psychologists Annual Convention, Boston, MA.
27. **Felver, J. C.**, *Helminen, E. (2022, February). *Expert Consensus Of Youth Mindfulness-Based Program Components And Instructor Competencies*. Paper presentation at the National Association of School Psychologists Annual Convention, Boston, MA.

26. Shah, M, Moskowitz, L. J., & **Felver, J. C.** (2020, November). *Mindfulness-based intervention (MBI) for students with Autism Spectrum Disorder (ASD) and challenging behavior*. Association for Behavioral and Cognitive Therapies 54th Annual Convention. Virtual 2020.
25. **Felver, J. C.**, Ducar, D., *Helminen, E., & Vigna, A. (2020, November). *The potential of self-compassion to promote individual flourishing in sexual and gender minority populations*. Symposium presented at Mind and Life Contemplative Research Conference, Virtual.
24. **Felver, J. C.**, *Cary, E., *Helminen, E., †Schutt, M. K. & Gould, L. (2020, November). *Expert consensus of youth mindfulness-based programming components and instructor competencies: Results from a Delphi study*. Poster presented at Mind and Life Contemplative Research Conference, Virtual.
23. **Felver, J. C.**, *Helminen, E., *Morton, M., & *Sinegar, S. (2019, June). *Reconceptualizing the measurement of mindfulness*. Poster presented at the Mind and Life Summer Research Institute, Garrison, NY.
22. *Sinegar, S. & **Felver, J. C.** (2019, June). *An investigation of the effects of a yoga intervention on academic and socioemotional outcomes*. Poster presented at the Mind and Life Summer Research Institute, Garrison, NY.
21. *Morton, M., *Helminen, E., & **Felver, J. C.** (2019, June). *Learning to BREATHE (L2B) buffers adolescent responses to stress reactivity*. Poster presented at the Mind and Life Summer Research Institute, Garrison, NY.
20. *Helminen, E., *Morton, M., & **Felver, J. C.** (2019, June). A pilot study of the effects of brief daily mindfulness training on stress and well-being in principals. Poster presented at the Mind and Life Summer Research Institute, Garrison, NY.
19. **Felver, J. C.**, *Clawson, A. J., & *Koelmel, E. (2018, February). *School-based mindfulness intervention supports adolescent resiliency*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
18. **Felver, J. C.**, *Morton, M. L., & *Sinegar, S. (2018, February). *School-based yoga intervention increases adolescent resiliency*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
17. **Felver, J. C.** (2017, June). *Standardizing mindfulness breathing practice: A proposed methodology*. Poster presented at the Mind and Life Summer Research Institute, Garrison, NY.
16. **Felver, J. C.** (2015, February). *Applications of mindfulness-based interventions in school settings*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.

15. **Felver, J. C.** & Frank, J. L. (2015, February). *Soles of the Feet: A mindfulness intervention for disruptive behavior*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
14. Frank, J. L., Jennings, P. Berrena, E., & **Felver, J. C.** (2015, February). *Introduction to Learning to Breathe: A mindfulness-based intervention for adolescents*. Paper presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
13. Butzer, B., **Felver, J. C.**, & Khalsa, S. B. S. (2014, September). *Acute effects of school-based yoga on student mood*. Poster presented at the annual International Association of Yoga Therapists Symposium on Yoga Research Conference, Lenox, MA.
12. **Felver, J. C.**, McIntyre, L.L., & Race, K. (2013, July). *Effects of a mindfulness-based intervention in a child psychiatric residential treatment facility*. Poster presented at the American Psychological Association annual conference, Honolulu, HI.
11. May, L. M., **Felver, J. C.**, Tipsord, J. M., & Berkman, E. T. (2012, March). *Brain-behavior correlations in the context of a parent-child mindfulness-based intervention*. Poster presented at the American Psychosomatic Society's annual conference, Athens, Greece.
10. **Felver-Gant, J. C.**, †Groff, J., †Morris, M., & †Wilson, W. (2011, March). *Soles of the Feet: Mindfulness training to improve classroom behavior*. Poster presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
9. Merrell, K. W., Suldo, S. M., Romer, N., Tom, K., Cohn, B., & **Felver-Gant, J. C.** (2011, March). *Innovations in strength-based social-emotional assessment in schools*. Symposium presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
8. Fosco, G. M., McEachern, A., Tipsord, J., Huang, C., & **Felver-Gant, J. C.** (2010, June). *Ethnic disparities in school discipline practices: Can PBIS guide reductions?* Presentation given at the Society for Prevention Research Annual Meeting, Denver, CO.
7. **Felver-Gant, J. C.**, Merrell, K., Frank, J., & Roach, A. (2010, March). *Mindfulness in school psychology: Application for intervention and research*. Workshop presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

6. **Felver-Gant, J. C.** & Merrell, K. (2010, March). *Parent ratings of students' assets and resilience: Sears-P factor structure*. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
5. Tom, K., Merrell, K. W., Endrulat, N. R., Cohn, B., & Felver-Gant, J. C. (2009, February). *Assessing positive youth characteristics: Development and structure of the SEARS-P*. Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
4. Cohn, B., Merrell, K. W., **Felver-Gant, J. C.**, Tom, K., & Endrulat, N. R. (2009, February). *Strength-based assessment of social and emotional functioning: SEARS-C and SEARS-A*. Paper presented at the National Association of School Psychologists Annual Convention, Boston, MA.
3. **Felver-Gant, J. C.**, Merrell, K., Tom, K., Cohn, B., & Romer, N. (2009, March). *Ratings of student's assets and resilience: Development of the SEARS-T*. Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
2. **Felver-Gant J. C.** & Merrell, K. W. (2008, August). *Mindfulness in schools: Implications for intervention and future research*. Paper presented at the American Psychological Association Conference's Student Affiliates in School Psychology Annual Mini-Convention, Boston, MA.
1. **Felver-Gant J. C.**, Bruce A., Zimmerman M., Sweet L., Millman R., & Aloia M. (February, 2007). *Working memory in obstructive sleep apnea: Construct validity and treatment effects*. Poster presented at the International Neuropsychological Society Conference, Portland, OR.

Keynote Addresses and Invited Presentations

* indicates graduate advisee

26. **Felver, J. C.** (2023). *Mindfulness-based programming to promote health for youth and staff*. Plenary address to the Cornell Cooperative Extension's 4-H Spring In-Service, Ithaca, NY.
25. **Felver, J. C.** (2023). *Mindfulness-based programming for health promotion in school and community settings*. Keynote address to the Cornell Cooperative Extension's Making Healthful Decisions Conference, Bethel, NY.
24. **Felver, J. C.** (2023). *Stress and Mindfulness*. Keynote address and workshop to the Cornell Cooperative Extension's SNAP-Ed NY annual conference, Ithaca, NY.

23. **Felver, J. C.** (2022). *Mindfulness-based programming for stress reduction to support child and adolescent health*. Invited "Talks at Twelve" presentation to Bronfenbrenner Center for Translational Research of Cornell University, Ithaca, NY.
https://www.youtube.com/watch?time_continue=2&v=lrJegSQySN8&embeds_embed_url=https%3A%2F%2Fbctr.cornell.edu%2F&feature=emb_logo
22. **Felver, J. C.** (2022). *Stress, Health, and Mindfulness (In Context)*. Keynote address to the Cornell Cooperative Extension Diversity, Equity, and Inclusion Statewide Summit, Ithaca, NY.
21. **Felver, J. C.** (2022). *Stress, Health, and Contemplative Practices*. Invited presentation to the Cornell Cooperative Extension Remaining Whole, Human, and Hopeful workgroup, Ithaca, NY.
20. **Felver, J. C.** (2022). *Mindfulness-Based Programs for Stress and Health & the Soles of the Feet mindfulness program*. Invited presentation to ACT for Youth Center for Community Action, Bronfenbrenner Center for Translational Research at Cornell University, Ithaca, NY.
19. **Felver, J. C.** (2022). *Mindfulness-Based Programs for Stress and Health*. Keynote address for the Alaska Autism Resource Center/Special Education Service Agency (Mental Health Trust of Alaska & the Alaska Department of Education and Early Development) Alaska Autism & Neurodiversity Online Summit, remote (Anchorage, AK).
18. **Felver, J. C.** (2021). *Mindfulness-based healthy habit training to reduce teacher stress and biased behavior*. Invited professional development training for the Onondaga Central School District, Onondaga, NY.
17. **Felver, J. C.** (2021). *A Brief Evidence-Based Mindfulness Program for Disruptive Behavior: The Soles of the Feet Intervention*. Invited professional development training for Connections Behavior Planning & Intervention, remote (Kirkland, WA).
16. **Felver, J. C. & *Ash, T. L.** (2021). *Mindfulness-based healthy habit training to reduce teacher stress and biased behavior*. Invited presentation to Onondaga Central School District during their summer administrative retreat.
15. **Felver, J. C. & Wang, Q.** (postponed). *Mindfulness in Schools: Research and Practice*. Invited to organize a 3-day international gathering of preeminent school-based mindfulness intervention scholars at East China Normal University, Shanghai, China.
14. **Felver, J. C.** (2020). *Stress and Mindfulness in K-12 Schools*. Invited presentation to the Onondaga Central School District.

13. **Felver, J. C. & *Clawson, A.** (2018, February). *Reconceptualizing the Measurement of Mindfulness*. Invited presentation to Syracuse University Humanities Center, Syracuse, NY.
12. **Felver, J. C.** (2019, May). *A Mindfulness Training Program with SCSD Administrators: The Mindful Principal Project*. Invited presentation to Syracuse City School District's administrators and superintendent, Syracuse, NY.
11. **Felver, J. C. & *Clawson, A.** (2019, August). *Mindfulness and Gratitude Research*. Invited presentation to the Syracuse City School District, Lincoln Middle School professional development series, Syracuse, NY.
10. **Felver, J. C.** (2018, May). *Soles of the Feet for Students: A brief mindfulness-based intervention for disruptive behavior in the classroom*. Invited workshop training to St. John's University Psychology Department, Queens, NY.
9. **Felver, J. C., *Helminen, Emily.** (2018, April & September). *School-wide mindfulness interventions for teachers and students*. Invited presentation to the Syracuse City School District Summer Summit professional development series, Syracuse, NY.
8. **Felver, J. C. *Clawson, A. J., & Razza, R.** (2018, August). *The Mindful Principal Project*. Invited to the Syracuse City School District Summer Summit professional development series, Syracuse, NY.
7. **Felver, J. C.** (2017, August). *Mindfulness-based interventions for teacher and student stress*. Invited lecture to the Syracuse City School District Summer Summit, Syracuse, NY.
6. **Felver, J. C.** (2017, June). *Mindfulness interventions in community-university partnerships*. Invited presentation to the Syracuse University Shaw Center Community Partners Meeting, Syracuse, NY.
5. **Felver, J. C.** (2017, April). *School-based mindfulness interventions for at-risk youth*. Invited presentation to the Syracuse University Humanities Center public lecture series, Syracuse, NY.
4. **Felver, J. C.** (2017, March). *Mindfulness-based interventions for youth*. Invited presentation to the Elmcrest Children's Center, Syracuse, NY.
3. **Felver, J. C., *Clawson, A., & Morton, M.** (2017, January-February). *Soles of the Feet for Students: A brief mindfulness-based intervention for disruptive classroom behavior*. Invited professional development series for Syracuse City School District's McKinley Elementary School, Syracuse, NY.

2. **Felver, J. C.** (2017, January). *Mindfulness in schools: Introduction and Applications*. Invited presentation to Contact Community Services professional development series, Syracuse, NY.
1. **Felver, J. C.** (2016, May). *Mindfulness-Based Interventions: Theory and Practice*. Invited lecture to the Central New York Psychological Association, Syracuse NY.

Teaching

Full teaching evaluations available on request

Cornell University - Undergraduate

Introduction to Clinical and Translational Science

Syracuse University – Graduate

School-Based Mental Health
Child and Adolescent Therapy
Child and Family Interventions
Practicum in School Psychology
Internship in School Psychology

Syracuse University – Undergraduate

Mindfulness: Science and Practice
Psychology of Childhood
Research in Developmental and Educational Psychology
Research in Clinical and Health Psychology

University of Oregon – Graduate (supervised teaching instructor)

Intellectual Assessment
Statistics in Education I
Classroom Behavior Management

University of Oregon – Undergraduate

Practicum in Mindfulness Meditation
Service Learning Program in K-12 Schools

Graduate Advising

Melissa Morton, MS, PhD, 2016 – 2021

Predocutorial internship: Rochester Institute of Technology – Health Science (APA-accredited)

Doctoral Dissertation (defended 05/2021): *A Systematic Review of the Effects of the Body Scan on Stress and Psychopathology*

Master's Thesis (defended 04/2019): *Effects of Brief Mindfulness Intervention on Stress Reactivity*

Adam Clawson MS, PhD, 2016 – 2021

Predocutorial internship: Fulton City School District (school psychology practice)

Doctoral Dissertation (defended 05/2021): *Supporting Special Education Students' Academic Engagement Behavior with Mindfulness-Based Programming*

Master's Thesis (defended 04/2019): *Understanding the Relation Between Mindfulness-Based Interventions, Reading, and Attention*

Emily Cary, MS (née Koelmel), 2017 – 2022

Predocutorial internship: University of North Carolina School of Medicine Clinical Psychology Internship (APA-accredited)

Doctoral Thesis (defended 12/2021): *Implementing the Mindfulness-Based Kindness Curriculum in an Inclusive Preschool Setting: Effects on Prosocial Behavior*

Master's Thesis (defended 12/2019): *A Neural Correlate of Mindful Acceptance? Relating Individual Differences in Dispositional Acceptance to Error Processing*

Samantha Sinegar, MS, 2017 – 2019

Master's Thesis (defended 12/2019): *Investigation of the Effects of a Yoga Intervention on Experiential Avoidance, Psychopathology, and Substance Use*

Emily Helminen, MS, 2018 – 2022

Predocutorial internship: Rochester Institute of Technology – Behavioral Health Clinic and Innovative Technology (APA-accredited)

Doctoral Thesis (defended 1/2023): *Effects of a Brief Compassion-Based Contemplative Intervention on Subjective and Physiological Stress Reactivity*

Master's Thesis (defended 10/2020): *The Influence of Self-Compassion on Perceived Stress Reactivity*

Tory Ash, BA, 2019 – 2022

Master's Thesis (defended April 2022): *The Influence of Mindfulness and Compassion on Racial Biases in Student Evaluation and Discipline*

Service: Editorial and Reviewing

Scientific review study section member

National Center for Complementary and Integrative Health (NCCIH): Exploratory Clinical Trials of Mind and Body Interventions (2024)

National Center for Complementary and Integrative Health (NCCIH): Clinical and Data Coordinating Center for NCCIH Multi-Site Investigator-Initiated Clinical Trials of Mind and Body Interventions (2024)

National Institutes of Health (NIH; CSR): Social and Community Influences Across the Life Course, 2022 – present

National Institutes of Health (NIH; CSR): Risk, Prevention and Health Behavior Integrated Review Group, 2021 – 2022

Ad Hoc Grant Reviewer

National Institutes of Health (NIH; NCCIH): Fostering Mental, Emotional, and Behavioral (MEB) Health Among Children in School Settings Special Emphasis Panel, 2023

Institute of Education Sciences (IES): National Center for Special Education Research, 2020

Institute of Education Sciences (IES): National Center for Education Research, 2020

Israel Science Foundation, 2016, 2017

Mind and Life Institute, 2017, 2020

Associate Editor

Mindfulness, 2016 – 2018, 2021 – 2023

Journal of Child and Family Studies, 2013 – 2018

Editorial Board

Mindfulness, 2013 – 2015, 2018 – present

Journal of Child and Family Studies, 2018–2020

Guest Editor

East China Normal University Review of Education special issue “Mindfulness in Schools,” in preparation

Mindfulness special issue “Applications of Mindfulness-Based Interventions in School Settings,” 2016

Ad Hoc Journal Reviewer

Advances in Neurodevelopmental Disorders

Asia Pacific Journal of Education review

Behavior Modification

Brain and Cognition

British Journal of Educational Psychology

Child Development

Contemporary School Psychology

Education and Treatment of Children

International Journal of School and Educational Psychology

Journal of Adolescent Health

Journal of School Psychology

School Mental Health

Social and Emotional Learning: Research, Practice, and Policy

Conference Proposal Reviewer

National Association of School Psychologists Annual Convention, 2015

Syracuse University, Office of Research

CUSE grant reviewer, 2021

SOURCE grant reviewer, 2021

Service, Student Committee Membership

Syracuse University – doctoral dissertation committee member

Melissa Morton (2021, primary advisor)

Adam Clawson (2021, primary advisor)

Emily Cary (2021, primary advisor)

Staceyann Reid (2021)

Justin Kopec (2020)

Natalie Williams (2020)

Lisa LaRowe (2020)

Nicole Shea (2018)

Kimberly Raymond (2017)

Allison Womack (2017)

William Sullivan (2017)

Rigby Malandrino (2017)

Michael Mullane (2017)

The Hebrew University of Jerusalem – doctoral dissertation evaluator
Yael Malin (2023)

Fielding Graduate University – doctoral dissertation evaluator
Natalie Bloodworth (2022)

University of Lincoln – doctoral dissertation evaluator
Lynn Pickerell (2022)

St. John's University – doctoral dissertation committee member
Monica Shah (2020)

Syracuse University – master's thesis committee member

Tory Ash (2022, primary advisor)
Emily Helminen (2020, primary advisor)
Samantha Sinegar (2019, primary advisor)
Emily Cary (2019, primary advisor)
Adam Clawson (2019, primary advisor)
Melissa Morton (2019, primary advisor)
Samantha Sallade (2018)
David Voss (2018)
Natalie Williams (2017)
Lea Taylor (2016)
Kayla Wagner (2016)
Narmene Hansho (2016)

Syracuse University – comprehensive examination committee member

Emily Cary (2020, primary advisor))
Adam Clawson (2019, primary advisor))
Melissa Morton (2019, primary advisor))
Elizabeth Kaplan (2019)
Emily Baxter (2018)
Justin Kopec (2018)
Elizabeth McKernan (2018)
Natalie Williams (2018)
Samantha Sallade (2018)
Narmene Hansho (2017)
Mike Mullane (2016)

Syracuse University – undergraduate senior thesis advisor ($n = 3$)

Shiharu Yamashita (2022, Honors, primary advisor)
Zoe Landskroner (2022, Honors, primary advisor)
Charlene Fowajuh (2020, Honors and McNair, primary advisor))

University of Oregon – undergraduate senior thesis advisor (n = 1)
Maxwell Morris (2012, Honors, primary advisor)

Service, Other

NIH Data and Safety Monitoring Board member

Can a youth civic leadership, engagement, and mindfulness program reduce structural racism and support functioning and well-being for youth of color? (UG3AT012530), 2023 – present

Primary Care Based Mindfulness Training for Veterans with PTSD (5R34AT009678-03), 2018 – 2021

Syracuse University, Department of Psychology

Director of Clinical Training, School Psychology Program (APA-accredited), 2020 – 2022

Co-Director of Clinical Training, School Psychology Program (APA-Accrdited), 2018 – 2020

Advisory Committee on Caregiving, 2020 – 2021

Diversity and inclusion committee, 2019 – 2020

Research committee, 2018 – 2019

Curriculum committee, 2017 – 2018

Executive committee, 2017 – 2018

Colloquium committee, 2016 – 2017

Syracuse University, Contemplative Collaborative

Associate director, 2016 – 2022

Steering committee member, 2015 – 2022

Syracuse University, Women in Science and Engineering (WiSE)

Graduate student portfolio evaluator for the Future Professionals Program, 2021

Syracuse University, Neuroscience Integrated Learning Major (ILM)

Summer research fellowship application reviewer

Clinical Service Provider Positions

Joshua Felver, PhD ABPP (private practice)

New York State licensed child and adolescent psychologist, Ithaca, NY, 2022 – present

Syracuse University, Psychological Services Center

Clinical supervisor, (individual therapy, child/adolescent group social skills training, behavioral parent training, psychological assessment), 2017 – 202

Syracuse University, Human Resources

Instructor of Mindfulness-Based Stress Reduction, 2018

Syracuse University, Counseling Center

Instructor of Mindfulness-Based Stress Reduction, 2015 – 2016

Alpert Medical School of Brown University, Department of Psychiatry and Human Behavior

Postdoctoral Fellowship in School-Based Day Treatment and Child/Adolescent Psychopathology (APA-accredited), The Bradley School of Bradley Hospital, 2013 – 2015

Clinical activities: Individual therapy, family therapy, group therapy, psychological/psychiatric assessment, classroom consultation, & case management;

Harvard Medical School, Department of Psychiatry

Predoctoral Internship in Child Clinical and Pediatric Psychology (APA-accredited), Boston Children's Hospital, 2012 – 2013

Major rotations: Inpatient psychiatry and psychiatry consultation service

Minor rotations: Emergency department, general assessment, neuropsychological assessment, outpatient psychiatry service, & behavioral medicine clinic

Sacred Heart Medical Center at River Bend

Instructor of Mindfulness-Based Stress Reduction, 2012

Oregon Social Learning Center Community Programs

Individual Therapist, Family Therapist, and Case Manager, 2011 – 2012

Oregon Health Sciences University

Externship in Neuropsychological and Psychological Assessment, 2011

University of Oregon, Child and Family Center

Instructor of Mindful-Family Stress Reduction, 2010 – 2011

Advanced Practicum in Child and Family Interventions, 2008 – 2011

University of Oregon, Department of Special Education and Clinical Sciences

Advanced Practicum in School Psychology, Springfield School District, 2008 – 2009

Facilitator of School-Based Parent Training, Bethel School District, 2008 – 2009

Instructor of Mindfulness-Based Stress Reduction, 2008 – 2009

Practicum in School Psychology, Cottage Grove School District, 2007 – 2008

Clinical Certification and License

State of New York Licensed Psychologist #021949

American Board of Professional Psychology, School Psychology #8755

National Certified School Psychologist (NCSP), expired/non-renewed

Professional membership

American Psychological Association, Division 16 (School Psychology) #89180223